# ACIP

# Brantley School

## Crenshaw County Board of Education

Mr. Kris Odom, Principal
P.O. Box 86
8879 N. Main St.
Brantley, AL 36009

# TABLE OF CONTENTS

**Executive Summary**

**Improvement Plan Stakeholder Involvement**

**Student Performance Diagnostic**

**ACIP Assurances**

## ACIP 2015-2016

## Stakeholder Feedback Diagnostic

## Title I Schoolwide Diagnostic

**Coordination of Resources - Comprehensive Budget**

**Strategies to Increase Parental Involvement**

# Executive Summary

# Introduction

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

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

# Description of the School

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

Community Characteristics

Community characteristics and demographic information were compiled from the 2010 Census for Crenshaw County in Alabama. Brantley is a small rural town located in the southern part of Crenshaw County and also serves the towns of Dozier and Glenwood. Crenshaw County's 2014 population was 13,977, which indicates a 1.0% increase since 200. Crenshaw County has a median value of owner-occupied housing units of $70,800 with an estimate of 6,708 housing units. The Census determined that Crenshaw County has 2 person households and the median household income is $36,8275. The Census also identified that 19.1% (2013) of the people are living below the poverty level in Crenshaw

County.

The racial makeup of Crenshaw County includes the following:

White 71.9%

Black, African American 24.1%

Hispanic 1.8%

Two or More Races 1.6%

Asian 1.7%

American Indian, Alaskan Native 0.5%

Native Hawaiian and Other Pacific Islander 0.1%

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

School Characteristics

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

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

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

Faculty and Staff

Brantley School has a dedicated faculty and staff. The staff includes two administrators, two guidance counselors, one media specialist, thirty-six teachers, and eleven support personnel.

Student Characteristics

The present enrollment is 604 students K through 12. The enrollment has increased by thirteen students since the 2013-2014 school year. The Crenshaw County School System as a whole has a population of 2,221 students K-12.

The student population is 66.7 percent white, 28.1 percent black, 0.03 percent multi race, 0.02 percent Hispanic, and 0.003 percent Asian. 61.6 percent of the students enrolled at Brantley School are currently eligible for participation in the free and reduced lunch program for the 2014-15 school year. Brantley School is currently designated as a Title1 program school based upon the eligibility criteria for the free and reduced lunch program. The number of students enrolled in our special education programs vary each year, based upon their individual needs and targeted services.

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

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

# School's Purpose

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

Statement of Purpose

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

Our School's Motto

A family of friends

Our School's Mission

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

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

Brantley School offers a variety of programs at both the elementary and secondary grade levels. In the elementary grades the following programs and services are offered: Accelerated Reader, Kids College, scientifically research-based programs in math and reading, Physical Education, Instructional Coach, School Counselor, School Nurse, Special Needs Instruction, gifted instruction, Problem Solving Teams (PST), Progress Monitoring (Global Scholar), DIBELS, 21st Century Extended Day Program. At the secondary grade levels the following programs and services are offered: Advanced Endorsement 9-11, Honor's Diploma-12, Career Technical Education clubs (FFA, FBLA), honor club (National Honor Society), extracurricular activities in athletics (football, volleyball, basketball, baseball, and softball), computer lab, IPADS in core classrooms, ACCESS Classes, counseling, special needs instruction, foreign language (Spanish), yearbook, marching and concert bands, academic labs, The Vocal Academy, Kids Vocal Academy, Art Program, Robotics Program, Book Club, Remediation and ACT Prep through A+ Program, Reading Horizons for Tier III intervention.

# Notable Achievements and Areas of Improvement

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

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

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

-The implementation of CCRS standards throughout our school

-2014 Graduation rate was 96%

-2012 State Champions in Football

-2013 State Champions in Girls Basketball

-2103 State Runner ups in Boys Basketball

-2014 State Champions in Girls Basketball and Softball

-2015 State Champions in Softball

-2015 State Runners Up in Baseball

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

-Began a Career Tech program offering classes in HOSA, Industrial Engineering, and Welding- added a Culinary Arts program in 2015

- Implemented an Instructional Framework

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

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

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

Strengthen Instructional Framework

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

-Continue to expand Career Tech opportunities

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

# Additional Information

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

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

- Four Pillars of Excellence (System-Level)

      Pillar One: Curriculum, Assessment, and Instruction

      Pillar Two: Finance and Federal Programs

      Pillar Three: Maintenance and Operations

      Pillar Four: Human Resources

- Four Pillars of Success (School-Level)

      Pillar One: Instructional Framework

      Pillar Two: Strategic Teaching

      Pillar Three and Pillar Four: based on individual school needs (currently being decided on)

# Improvement Plan Stakeholder Involvement

# Introduction

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

# Improvement Planning Process

Improvement Planning Process

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

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

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

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

Dr. Boyd English, Superintendent
Ashley Catrett, Career Tech Coordinator
Carolyn Hampton, Federal Programs/Curriculum and Assessment Coordinator 3-12
Sherry Sport, Special Education Coordinator/Curriculum and Assessment K-2
Bob Williams, Technology Coordinator
Dodd Hawthorne, Transportation and Maintenance
Kris Odom,  Principal
Brittany Smith, Assistant Principal
JeanAnne Branum, Instructional Coach
Meredith Beck, Math Teacher
Lee Grosenbach, Science Teacher
Shelley Davis, Special Education Teacher
Kim Sims, Elementary Guidance Counselor/Business Education Teacher
Debbie Hall, High School Guidance Counselor
A. Z. Burnett, ISS Aide/After-School Supervisor
Wendy Kilcrease, Media Specialist
Rachel Watts, English Teacher
Nathan Lowe, Social Science Teacher

Becky Richardson, Elementary Teacher

Peighton Carpenter, Student

Cassidy Catrett, Student

Jacob Grosenbach, Student

Lacy Searcy, Parent

Tara Odom, Parent

Jill Blackmon, Parent

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

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

# Student Performance Diagnostic

# Introduction

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

# Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | No | Attached is the ASPIRE data for grades 3-8 at Brantley School. It includes a comprehensive report by students, a report by teachers, and an overall summary of students who are in need of support, close, and ready. Also attached is the ACT data for the graduating class of 2015. | ASPIRE DATA 1<br>ASPIRE DATA 2<br>ASPIRE DATA 3<br>ACT Data 1<br>ACT Data 2<br>ACT Data 3<br>ACT Data 4<br>ACT Data 5<br>ACT Data 6<br>ACT Data 7 |

# Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

| | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **4.** | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

# Areas of Notable Achievement

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

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

ASPIRE DATA:

Third grade math was at 61% proficient, which was above the national average.

Sixth grade reading was at 46%, which was above the national average.

Sixth grade math was at 63%, which was above the national average.

ACT DATA:

There were no areas of notable achievement that were higher than the national average.

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

ASPIRE:
Third grade math was 57% proficient in the 2013-2014 school year and 61% proficient in 2014-2015.

Sixth grade reading went from being 40% proficient in reading during the 2013-2014 school year to 46% proficient in 2014-2015.

Sixth grade math grew by 13% proficiency from 2013-2014 to 2014-2015.

ACT:

2015 is the first school year that all students in 11th grade were required to take the ACT, so there is no way to show a trend in the data.

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

The areas that indicate the overall highest performance are:

Math (ASPIRE)

English Composition (ACT)

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

ASPIRE:

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

African Americans are also showing a trend toward increasing performance in reading and math.

ACT:

2015 was the first year that all juniors were required to take the ACT, so we have no data to compare in order to show a trend toward increasing performance.

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

ASPIRE:

African American students grades 3-6 have an achievement gap that is closing in the areas of mathematics and reading when compared to 2013-2014 ASPIRE data.

ACT:

2015 was the first year that all juniors were required to take the ACT; therefore, there is no data to compare in order to show which achievement gap is closing.

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

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

Third grade math has shown growth and a higher level of proficiency through other data

# Areas in Need of Improvement

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

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

ASPIRE:

Reading grades 3, 4, 5,  and 7
Math grades 4, 5, and 7

ACT:

College Algebra
Social Science
Biology

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

The areas that show a negative trend in performance are:

ASPIRE:

Fourth grade reading and math
Fifth grade reading
Eighth grade math

ACT:

2015 was the first year that all juniors were required to take the ACT; therefore, we do not have comparative data to show a negative trend in performance.

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

Areas of overall lowest performance are:

ASPIRE:

Seventh Grade Mathematics, Reading, and Science

ACT:

Biology

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

The subgroups that show a trend toward decreasing performance are:

ASPIRE:

Seventh grade African American students show a decrease in student performance in reading and math when compared to ASPIRE data from the 2013-2014 school year.

ACT:

2015 was the first year that all juniors were required to take the ACT; therefore, we do not have the data to show a trend toward decreasing performances.

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

Seventh and eighth grade African American students show that the achievement gap is becoming greater when comparing to the 2013-2014 ASPIRE data.

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

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

# Report Summary

## Scores By Section

Section Score
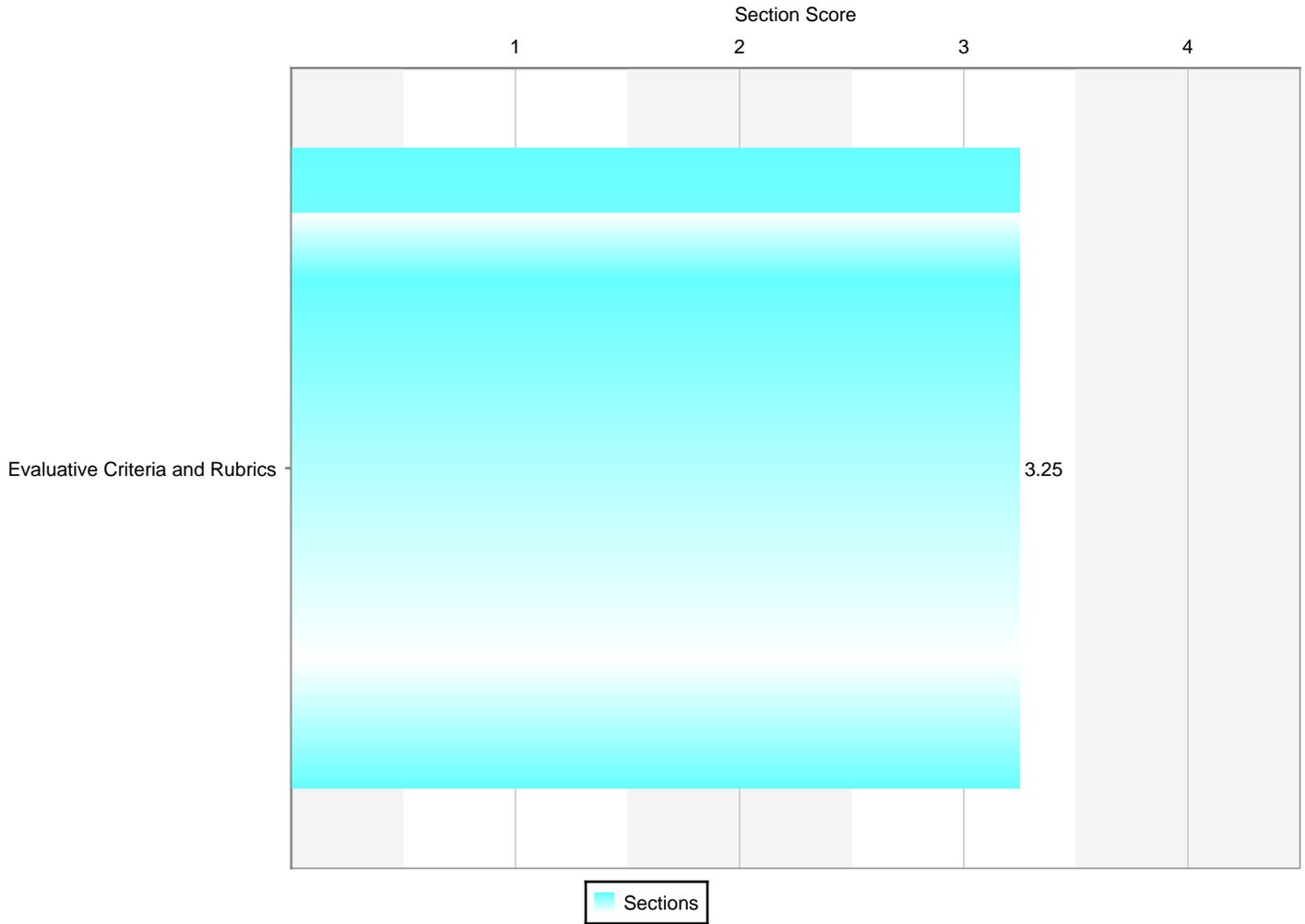
# ACIP Assurances

# 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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | Attached is the sign in sheet from the most recent Leadership Team meeting. Additional sign in sheets, agendas, and minutes are on file at our central office in the federal programs department. | Brantley School Leadership 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 | Attached is the Crenshaw County Schools policy for 2015-2016 signed by principal, Kris Odom. | Discrimination Policy |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Mr. Kris Odom 8879 N. Main Street Brantley, AL 36009 334-304-2617  Signature is on the discriminatory policy uploaded for question 2. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 4. | The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically. | Yes | Attached is the Parent Involvement Plan as listed in the School Handbook for 2015-2016. This plan is sent home with students' first nine weeks report cards. We also keep copies in the front office for parents. | Parent Involvement Policy |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students. | Yes | Attached is our School-Parent Compact for 2015-2016. This is housed in the students' homeroom teacher's classroom. | Parent Compact |

# ACIP 2015-2016

# Overview

**Plan Name**

ACIP 2015-2016

**Plan Description**

2015-2016

# 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 teachers at Brantley School will become proficient in delivering a lesson through using the instructional framework and strategic teaching strategies. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | $0 |
| 2 | Brantley School will create an academic support program through the implementation of the vocal academy, which will increase the amount of students' participation and enrollment to the performing arts, which was at 15% for the 2014-2015 school year, | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $83000 |
| 3 | English Language Learners at Brantley School will increase their WIDA-Access score by .5 by the end of the 2015-2016 school year. | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic | $0 |

# Goal 1: All teachers at Brantley School will become proficient in delivering a lesson through using the instructional framework and strategic teaching strategies.

| Status | Progress Notes | Created On | Created By |
|---|---|---|---|
| N/A | Brantley School teachers have received extensive professional development throughout the year in the area of instructional framework/strategic teaching. I have listed the sessions and dates below:<br><br>K-6: Beginning Reading and Strategic Teaching presented by Melanie Matthews (ARI). Teachers participated in sessions on the following dates: 9/04/2015; 10/16/2015; 11/02/2015; and 1/28/2016.<br><br>Grades 7-12: Instructional Framework and Strategic Teaching Training presented by Rhonda Ayers (ARI). Teachers participated in these sessions on the following dates: 9/15/2015; 10/26/2015; 11/18/2015; and 1/13/2016.<br><br>Math and Special Education teachers also participated in OGAP training presented by AMSTI.<br><br>We will continue these PD sessions throughout the course of the school year. Administrators conduct frequent walk throughs and formal observations to ensure that teachers are implementing the instructional framework and strategic teaching strategies in their daily lessons. We still have room for improvement, but we feel that our teachers have made great gains in this area. | January 12, 2016 | Brittany Smith |

**Measurable Objective 1:**

collaborate to increase best practice teaching by 05/20/2016 as measured by classroom observations.

**Strategy 1:**

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

Category:

Research Cited: Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

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

| | | | | | | |
|---|---|---|---|---|---|---|
| JeanAnne Branum, our instructional coach, in collaboration with Rhonda Ayers or Melanie Matthews, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement an instructional framework. | Academic Support Program | 09/15/2015 | 03/09/2016 | $0 | No Funding Required | Instructional Coach, Teachers, and Administrators |

# Goal 2: Brantley School will create an academic support program through the implementation of the vocal academy, which will increase the amount of students' participation and enrollment to the performing arts, which was at 15% for the 2014-2015 school year,

| Status | Progress Notes | Created On | Created By |
|---|---|---|---|
| N/A | Since the start of the 2015-2016 school year, our Vocal Academy has helped achieve our goal of increasing the amount of student participation and enrollment in the area of the performing arts. They have given multiple performances including a Veteran's Day program (including 6th grade), a Christmas program, and they also performed at See You at the Pole. Our Vocal Academy will continue to have performances throughout the remainder of the school year. Students have seemed to really enjoy this new program, which we feel has great potential for growth in the upcoming years. | January 12, 2016 | Brittany Smith |

**Measurable Objective 1:**

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

**Strategy 1:**

Vocal Academy/Kids Vocal Academy - We will offer more opportunities for students to learn about the art of music through the implementation of the vocal academy.

The seventh through twelfth grade students will have the opportunity to take the class as an elective or during academic block, and the kindergarten through sixth grade students will take part in the "Kids Vocal Academy" classes throughout the school year.

Category:

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

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

| Activity - Vocal Academy Classes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Students learn how to read sheet music, rhythmic patterns, how to play instruments, and sing. Students will also have the opportunity to perform in showcases for their peers and community members. | Academic Support Program | 08/17/2015 | 05/26/2016 | $83000 | General Fund, State Funds | Jim Head-Vocal Academy teacher Caleb Palmer-Music Appreciation/ Band Director School Leadership Team |

## Goal 3: English Language Learners at Brantley School will increase their WIDA-Access score by .5 by the end of the 2015-2016 school year.

| Status | Progress Notes | Created On | Created By |
|---|---|---|---|

| N/A | Brantley School has really focused on strengthening our EL program. Our teachers/EL Team have participated in many beneficial professional development trainings that we feel will help our teachers when it comes to increasing EL student learning. Through the implementation of SDAIE strategies, teachers have a better understanding on how to help our EL students in their individual areas of weakness. The PD sessions we have taken part in are listed below:<br><br>Strategic Teaching PD (listed in progress notes for Goal #1) implemented through our SDAIE program.<br><br>9/25/2015: EL Advisory Board Meeting<br>10/08/2015: Samuel I Training (Instructional Coach/Assistant Principal)<br>10/12/2015: Homeless Training for faculty and staff<br>12/07/2015: EL Program Training for faculty and staff<br>02/23/2016: Samuel II Training (Instructional Coach/Assistant Principal)<br><br>Samuel Trainings will be turned around to faculty once all parts are completed in February.<br><br>Teachers feel that they have a better understanding on how to help our EL students. With the support of Ms. Cynthia Rios and a deeper knowledge for our EL program, our teachers are improving in this area which we hope will benefit our students' WIDA-Access scores when given in the spring. | January 12, 2016 | Brittany Smith |

**Measurable Objective 1:**

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

**Strategy 1:**

ELL SDAIE Program/ELL Blitz - SDAIE stands for Specifically Designed Academic Instruction for English Language Learners. Our teachers will implement this strategy

by using their strategic teaching practices and aligning them with our ELL program. These strategies should strengthen the ELL students' English language skills and

bridge the gap between interferences between home language and English vocabulary. The ELL Blitz is a strategy that is implemented prior to testing. It is designed to

give students practice in targeted testing areas based on their weakest area identified from the previous school year.

Category:

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

| Activity - Teacher Training on Samuel 1 and SDAIE | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

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

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

**General Fund**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Vocal Academy Classes | Students learn how to read sheet music, rhythmic patterns, how to play instruments, and sing. Students will also have the opportunity to perform in showcases for their peers and community members. | Academic Support Program | 08/17/2015 | 05/26/2016 | $25000 | Jim Head-Vocal Academy teacher Caleb Palmer-Music Appreciation/Band Director School Leadership Team |
| | | | | **Total** | $25000 | |

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Teacher Training on Samuel 1 and SDAIE | The instructional coach and administrators will train on Samuel 1 and SDAIE. They will turn around the training to all teachers at Brantley School. Teachers will implement SDAIE teaching practices in all lessons and activities in order to better support our ELL students and help them to achieve their goal set in writing. | Academic Support Program | 10/01/2015 | 04/30/2016 | $0 | Instructional Coach, Administrators, Teachers |
| Strategic Teaching/Instructional Framework Professional Development | JeanAnne Branum, our instructional coach, in collaboration with Rhonda Ayers or Melanie Matthews, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement an instructional framework. | Academic Support Program | 09/15/2015 | 03/09/2016 | $0 | Instructional Coach, Teachers, and Administrators |
| | | | | **Total** | $0 | |

**State Funds**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|

| Vocal Academy Classes | Students learn how to read sheet music, rhythmic patterns, how to play instruments, and sing. Students will also have the opportunity to perform in showcases for their peers and community members. | Academic Support Program | 08/17/2015 | 05/26/2016 | $58000 | Jim Head-Vocal Academy teacher Caleb Palmer-Music Appreciation/ Band Director School Leadership Team |
|---|---|---|---|---|---|---|
| | | | | **Total** | $58000 | |

# 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 | See attached document. | Stakeholder Feedback Document |

# Evaluative Criteria and Rubrics

Overall Rating:  2.5

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

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

# Areas of Notable Achievement

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

Areas of overall highest levels of satisfaction include:

1. Agency has goals and a plan for improving programs and services. (Section 1- Purpose and Direction)

2. Our agency has high expectations for their leaders and staff.(Section 2- Governance and Leadership)

3. Our agency's purpose is clearly focused on improving professional practice.(Section 1-Purpose and Direction)

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

Our agency provides qualified staff to support their programs and services. (Section 4- Resources and Support Systems)

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

Stakeholders all agree with the community support that is ever present at Brantley School.

# Areas in Need of Improvement

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

The lowest level of overall satisfaction is:

Brantley School uses instructional delivery models that meet the needs of adult learners. (Section3- Teaching and Assessing for Learning)

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

Our school has sufficient resources and materials to support it's goals. (Section4- Resources and Support Systems)

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

Based on the stakeholder surveys, it is evident that stakeholders are satisfied with the community support that is given to Brantley School; yet, the school suffers due to the limited resources that are used for academic progress. This is proven in the data from our stakeholder survey. ( Section 2- Governance and Leadership/Section 4-Resources and Support Systems)

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

The findings that have always been consistent in our data is the lack of financial resources that are available in order to help improve academics at Brantley School. (Section4- Resources and Support Systems)

# Report Summary

## Scores By Section

Section Score

|  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics — 2.5
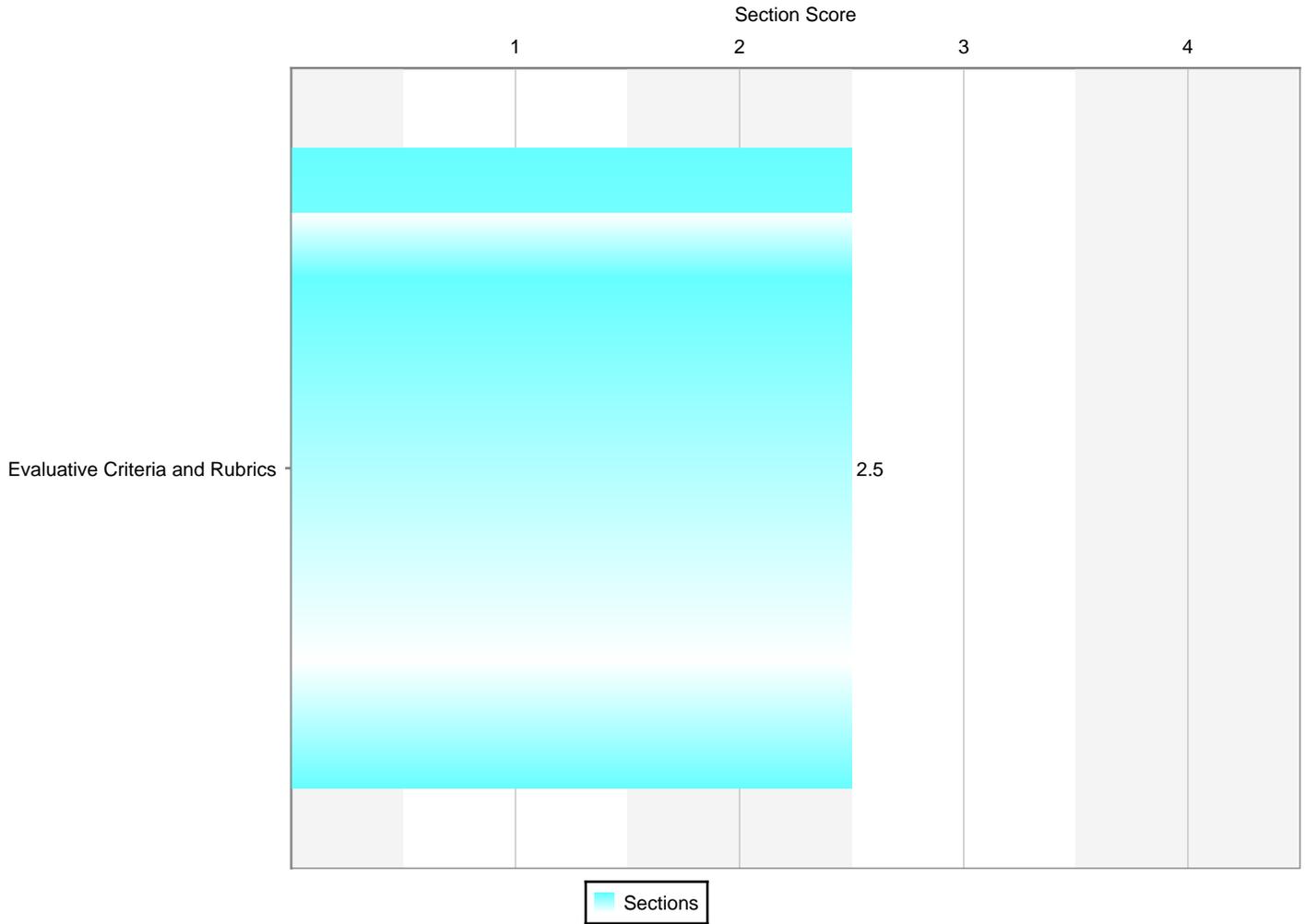
Sections

# Title I Schoolwide Diagnostic

# Introduction

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

# Component 1: Comprehensive Needs Assessment

**1. How was the comprehensive needs assessment conducted?**

The comprehensive needs assessment began with a summer work retreat where administrators, instructional coaches, central office staff, and media specialists from each school in the county came together to discuss what areas we need to improve on as a county and as a school. We formed our leadership team for the 2015-2016 school year at that time, and set our first meeting. We discussed our needs in faculty meetings, parent nights, and during our leadership team meetings. We utilized our ASPIRE, ACT, and Global Scholar data from the 2014-2015 school year in order to identify target areas of improvement. We also conducted online stakeholder surveys, which included input from teachers, students, parents, and community members on areas they thought were in need of improving. Throughout this process, we created goals and began to implement those goals within the first month of the school year.

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

Based on the comprehensive needs assessment, it is evident that Brantley School needs improvement in nonfiction text (reading and science). Our students have consistently scored below average in grades 3-11 in the areas of reading and science. Our leadership team, along with our faculty and parents, feel that this is an area of weakness due to the lack of resources for teaching nonfiction text. We have formed a plan in order to improve this area of learning. Brantley School also needs improvement in the area of mathematics. Although, data shows that math is the stronger subject at our school there are still multiple areas that we can show improvement in. This is especially true when the students transition from elementary to middle school (6th to 7th grade). Our stakeholders have met on these issues and have formed a solid plan in order to increase our test scores in math.

**3. What conclusions were drawn from the results?**

We decided that teachers should be provided intense professional development on the instructional framework and strategic teaching strategies. We hope that through these trainings, teachers will begin to implement these tools in their everyday lessons which will benefit our students.. Student success begins with good teaching practices.

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

At Brantley School it is our goal to ensure that all of our students are successfully prepared for the transition to college, technical school, and/or work force. We provide additional tutoring through our After School program funded through a 21st Century Grant. We are also finding ways to better the instruction the students are given through requiring an instructional framework and implementing strategic teaching strategies. This does not cost anything; yet, it can help to strengthen our academic programs. Grades 7-12 have moved to block scheduling, which has also allowed us to add academic programs that we have never had before during our academic block. Students are able to participate in robotics, book clubs, and even receive remediation or acceleration of skills during this time.We need to improve relationships with all stakeholders by addressing the results of the stakeholder surveys and keeping them informed of the changes we are making in order to correct the problems mentioned from the data.

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

Our school goals are directly related to the results of our needs assessment. One major focus this year is implementing our Vocal Academy for grades K-12. This is a program that has never been offered before, and will hopefully help with test scores. We believe this to be true due to all of the research that proves how the arts plays a significant roll in increasing student learning in all subject areas. The implementation of an instructional framework and strategic teaching strategies goal is also connected to our needs assessment due to a major issue being that students are not receiving enough support in the area of academics, which shows in our testing data. We felt that these issues begin in the beginning stages of the planning process, and that the best way to increase test scores would be to train teachers on best teaching strategies and on how to plan and execute a lesson using the instructional framework. Our ELL goal was designed because we would like to see growth in the area of writing with our ELL students. We also would like for our teachers to become more knowledgeable on the SDAIE strategies that we use as our ELL program here at Brantley School. Our goals directly relate to the needs mentioned in our stakeholder survey because they were all designed to help to improve academics at Brantley School.

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

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

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

The goal addresses the needs of the whole school population by providing the Vocal Academy for grades K-12. Students in some way, form, or fashion, will have exposure to fine arts, which will help us to strengthen academic success. The vocal academy will be made available to ALL students, including those that are disadvantaged. The strategic teaching/instructional framework goal addresses the needs of the whole school population because all teachers, grades K-12, are being trained in these areas and are expected to implement them in their lessons every day. We hope that all students, especially those that are disadvantaged, will thrive from the establishment of an instructional framework and the daily use of strategic teaching strategies in their classes. The ELL goal addresses the needs of children who are disadvantaged by allowing our teachers to become better equipped to serve our ELL population. Through the implementation of SDAIE and our Blitz progams, ELL students should be able to increase their knowledge in all content areas, especially in writing.

# Component 2: Schoolwide Reform Strategies

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

**Goal 1:**

All teachers at Brantley School will become proficient in delivering a lesson through using the instructional framework and strategic teaching strategies.

**Measurable Objective 1:**

collaborate to increase best practice teaching by 05/20/2016 as measured by classroom observations.

**Strategy1:**

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

Category:

Research Cited: Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

| Activity - Strategic Teaching/Instructional Framework Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| JeanAnne Branum, our instructional coach, in collaboration with Rhonda Ayers or Melanie Matthews, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement an instructional framework. | Academic Support Program | 09/15/2015 | 03/09/2016 | $0 - No Funding Required | Instructional Coach, Teachers, and Administrators |

**Goal 2:**

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

**Measurable Objective 1:**

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

**Strategy1:**

Vocal Academy/Kids Vocal Academy - We will offer more opportunities for students to learn about the art of music through the

implementation of the vocal academy. The seventh through twelfth grade students will have the opportunity to take the class as an elective or during academic block, and the kindergarten through sixth grade students will take part in the "Kids Vocal Academy" classes throughout the school year.

Category:

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

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

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

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

**Goal 1:**

All teachers at Brantley School will become proficient in delivering a lesson through using the instructional framework and strategic teaching strategies.

**Measurable Objective 1:**

collaborate to increase best practice teaching by 05/20/2016 as measured by classroom observations.

**Strategy1:**

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

Category:

Research Cited: Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know, http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

| Activity - Strategic Teaching/Instructional Framework Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| JeanAnne Branum, our instructional coach, in collaboration with Rhonda Ayers or Melanie Matthews, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement an instructional framework. | Academic Support Program | 09/15/2015 | 03/09/2016 | $0 - No Funding Required | Instructional Coach, Teachers, and Administrators |

**Goal 2:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

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

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

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

**Goal 3:**

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

**Measurable Objective 1:**

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

**Strategy1:**

ELL SDAIE Program/ELL Blitz - SDAIE stands for Specifically Designed Academic Instruction for English Language Learners. Our teachers will implement this strategy by using their strategic teaching practices and aligning them with our ELL program. These strategies should strengthen the ELL students' English language skills and bridge the gap between interferences between home language and English

vocabulary. The ELL Blitz is a strategy that is implemented prior to testing. It is designed to give students practice in targeted testing areas based on their weakest area identified from the previous school year.

Category:

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

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

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

**Goal 1:**

All teachers at Brantley School will become proficient in delivering a lesson through using the instructional framework and strategic teaching strategies.

**Measurable Objective 1:**

collaborate to increase best practice teaching by 05/20/2016 as measured by classroom observations.

**Strategy1:**

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

Category:

Research Cited: Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know, http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

| Activity - Strategic Teaching/Instructional Framework Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| JeanAnne Branum, our instructional coach, in collaboration with Rhonda Ayers or Melanie Matthews, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement an instructional framework. | Academic Support Program | 09/15/2015 | 03/09/2016 | $0 - No Funding Required | Instructional Coach, Teachers, and Administrators |

**Goal 2:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

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

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

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

**Goal 3:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

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

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

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

**Goal 1:**

All teachers at Brantley School will become proficient in delivering a lesson through using the instructional framework and strategic teaching strategies.

**Measurable Objective 1:**

collaborate to increase best practice teaching by 05/20/2016 as measured by classroom observations.

**Strategy1:**

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

Category:

Research Cited: Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

| Activity - Strategic Teaching/Instructional Framework Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| JeanAnne Branum, our instructional coach, in collaboration with Rhonda Ayers or Melanie Matthews, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement an instructional framework. | Academic Support Program | 09/15/2015 | 03/09/2016 | $0 - No Funding Required | Instructional Coach, Teachers, and Administrators |

**Goal 2:**

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

**Measurable Objective 1:**

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade

students will demonstrate a behavior in vocal arts and music appreciation in Art & Humanities by 05/26/2016 as measured by the increase in the number of students exposed to the musical arts..

**Strategy1:**

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

Category:

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

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

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

**Goal 3:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

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

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

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

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

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

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

**Goal 1:**

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

**Measurable Objective 1:**

A total of 3 English Learners students  will demonstrate student proficiency (pass rate)  in writing on the WIDA-ACCESS test by increasing

their score by .5 points. in Writing by 04/30/2016 as measured by comparing the 2015 WIDA scores to 2016 test scores. .

**Strategy1:**

ELL SDAIE Program/ELL Blitz - SDAIE stands for Specifically Designed Academic Instruction for English Language Learners. Our teachers

will implement this strategy by using their strategic teaching practices and aligning them with our ELL program. These strategies should

strengthen the ELL students' English language skills and bridge the gap between interferences between home language and English

vocabulary. The ELL Blitz is a strategy that is implemented prior to testing. It is designed to give students practice in targeted testing areas

based on their weakest area identified from the previous school year.

Category:

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

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

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

**Goal 1:**

All teachers at Brantley School will become proficient in delivering a lesson through using the instructional framework and strategic teaching

strategies.

**Measurable Objective 1:**

collaborate to increase best practice teaching by 05/20/2016 as measured by classroom observations.

**Strategy1:**

Strategic Teaching/Instructional Framework Professional Development - Establish consistent professional development trainings for each

grade level for the purpose of establishing and implementing research-based instructional best practices in order to increase student

academic success in all content areas.

Category:

Research Cited: Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

| Activity - Strategic Teaching/Instructional Framework Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| JeanAnne Branum, our instructional coach, in collaboration with Rhonda Ayers or Melanie Matthews, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement an instructional framework. | Academic Support Program | 09/15/2015 | 03/09/2016 | $0 - No Funding Required | Instructional Coach, Teachers, and Administrators |

**Goal 2:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

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

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

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

# Component 3: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this? | Yes | | Principal Attestation |

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

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

# Component 4: Strategies to Attract Highly Qualified Teachers

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

2015-16:  4 new staff members

2014-15:  2 new staff members

2013-14 : 2 new staff members

2012-13:  0 new staff members

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

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

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

Brantley School assigns a peer mentor to all incoming teachers. The peer mentor collaborates with the new teacher weekly. The staff is friendly and willing to help all new faculty members. Now that we have an academic block with secondary grades, teachers are now able to teach a subject that sparks their interest. Our secondary teachers are now able to teach subjects like art, robotics, Spanish, and book club during this academic block time.

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

The LEA participates in college recruiting/educational fairs; further, the superintendent meets with college advisors from the surrounding areas to create a partnership that connects the system to the education departments within the local colleges. the system also takes advantage of the state department's Searchsoft Program, which allows all of the screening/previewing of all applications---making priority the recruiting and interviewing of the most qualified.

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

Brantley School has an extremely low turnover rate.

# Component 5: High Quality and Ongoing Professional Development

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

K-6 grade teachers will be receiving beginning reading and strategic teaching training during half day professional development days that have been set aside throughout the school year. Elementary teachers will also be trained on the Comprehension Toolkit through ARI.

7-12 grade teachers will be receiving strategic teaching and instructional framework trainings throughout the school year during their planning times.

All grade levels will receive Science CCRS turnaround training once every nine weeks throughout the school year. Our staff will also be trained on identifying dyslexic students and they will receive refresher courses on the ELL process.

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

Teachers:
Strategic Teaching
Instructional Framework
ARI Comprehension Toolkit
Identifying dyslexic students
Science CCRS standards
ELL Refresher Course
A+ Training
Reading Horizons Training
Technology In Motion Training-Mr. Buddy Weldon

Principals:
Samuel 1 Training
Science CCRS
Identifying Dyslexic Students
LEArn and LEAd
Assistant Principal Leadership Conference (Elementary)
A+ Training
Reading Horizons Training

Parents:
Kindergarten Reading Night

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

New teachers will successfully complete new teacher orientation provided by the LEA. Mentors (veteran teachers) will be assigned at the local school to provide support through collaboration.

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

All professional development activities are sustained and ongoing because they are broken into segments where teachers/administrators will get trained in one part during each session. The sessions have been scheduled throughout the course of the 2015-2016 school year. Teachers are to take what they have learned from each session and begin to apply it in their lessons. Administrators will observe teachers and look for the tools they have been trained on being implemented in their lessons. After evaluating what areas have been mastered/need improvement, we will go back and adjust the remaining sessions to fit the needs of the teachers.

# Component 6: Transition Strategies

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

The main strategy that is mentioned in the schoolwide plan that assists students in transitioning from one grade level to the next is the strategic teaching/instructional framework strategy. We have implemented these strategies in all grades (K-12). Because of this, transitioning from grade to grade will be made much easier due to the presentation of our lessons being the same with all grade levels. The essential question, opening, work session, and closing that come along with an instructional framework will allow predictability to form in students. Although it may look different according to the grade, students will become familiar with the layout of a well-planned lesson. Our goal is to have this become second nature to our students so that that our teachers can make the transition to the role of facilitator and our students become more engaged in what they are learning at all levels.

Brantley School is a unit school with K4-12th grade students on one campus. For incoming Kindergarten students the school provides a pre-registration date where student and parents can meet with the instructional coach and kindergarten teachers. The guidance counselor for the high school along with school administrators conducts a parent/student meeting during the summer months with incoming 9th graders concerning course offerings. These are some other ways that our school supports and assists students in transitioning from K4 to Kindergarten and middle grades to high school.

# Component 7: Teacher Participation in Making Assessment Decisions

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

Brantley School has a leadership team that meets regularly throughout the year. Our department heads and lead teachers serve on this team and are able to review the data from the statewide academic assessments. From there, grade level and departmental meetings are conducted with teachers, administrators, and the instructional coach to determine instructional decisions that need to be made based on data from the results of statewide academic assessments. Not only do they help to make decisions in order to drive their instructional practices, but they also have a say in the professional development courses they feel would most benefit them in order to help overcome the weak areas shown from the test results.

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

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

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

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

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

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

The students' individual needs are being met through differentiated instruction which is embedded into our instructional framework. Teachers begin with an essential question and opening. After this, they transition into a work session. During the work session (independent/group work/center time), teachers are able to complete Tier II with individuals and small groups. The closing session, accompanied with a formative assessment, gives teachers an glimpse into whether the student has actually mastered the standard. If the student is still struggling, the teacher reteaches the skills until the student masters the standard. Differentiated instruction also takes place through the use of the strategic teaching strategies that our teachers are implementing this year. They are receiving intense professional development on these strategies so that they have a toolbox to use when trying to find a way to reach a student who is having trouble understanding the standards being taught.

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

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

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

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

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

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

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

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

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning. Brantley School uses all funding resources to meet the goals of our school. Funds from local and system general funds are used to provide teachers with professional development, technology, and instructional resources/materials to ensure student academic achievement.

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

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

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

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

# Component 10: Evaluation

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

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

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

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

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

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

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

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

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

Yes, we will be keeping our goal on establishing teacher cohorts and meeting frequently throughout the year in order to increase best

practices in teaching. The progress that was made over the course of the 2014-2015 school year was establishing a routine in using formative assessments within the lesson on a weekly basis. Through classroom observations, administrators, along with the instructional coach, were able to see that progress was being made due to them observing teachers becoming more comfortable with creating and using formative assessments to increase academic achievement.

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

We changed the goal that 95% of students would show a proficiency in reading by the end of the 2014-2015 school year as measured by students reading on grade level. After reviewing this goal, we feel that it was not a realistic goal to be able to achieve in one year. However, we do feel that through formative assessments, intense professional development in strategic teaching strategies, and establishing an instructional framework, we can increase the percentage of students that are proficient in reading throughout Brantley School when compared to last school year's ASPIRE and ACT scores.

# Coordination of Resources - Comprehensive Budget

# Introduction

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

# I. State Foundation Funds:

|  | FTE's Earned | Units Placed | Total Salaries |
|---|---|---|---|
| FTE Teacher Units | 33.40 | 33.40 | 1,593,550.00 |
| Administrator Units | 1.00 | 1.0 | 74,172.00 |
| Assistant Principal | 1.00 | 1.0 | 58,781.00 |
| Counselor | 1.50 | 1.5 | 85,005.00 |
| Librarian | 1.00 | 1.0 | 51,371.00 |
| Career and Technical Education Administrator | 0.00 | 0.0 | 0.00 |
| Career and Technical Education Counselor | 0.00 | 0.0 | 0.00 |
| Technology | 0.00 | 0 | 0.00 |
| Professional Development | 0.00 | 0 | 0.00 |
| State ELL Funds | 0.00 | 0 | 0.00 |
| Instructional Supplies | 0.00 | 0 | 0.00 |
| Library Enhancement | 0.00 | 0 | 0.00 |
| **Totals** |  |  | 1,862,879.00 |

# Title I

| Label | Question | Value |
|---|---|---|
| **1.** | Improving the Academic Achievement of the Disadvantaged Provide the total. | 116327.57 |

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

Salaries and benefits for classroom teachers, instructional materials, and parental involvement.

| Label | Question | Value |
|---|---|---|
| **1.** | ARRA Funds Provide the total. | 0.0 |

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

N/A

# Title II

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Professional Development Activites<br>Provide the total. | 0.0 |

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

N/A

# Title III

| Label | Question | Value |
|-------|----------|-------|
| **1.** | For English Language Learners Provide the total. | 0.0 |

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

N/A

# Title IV

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Safe and Drug-Free Schools<br>Provide the total. | 0.0 |

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

N/A

# Title VI

| Label | Question | Value |
|-------|----------|-------|
| **1.** | For Rural and Low-income Schools<br>Provide the total. | 0.0 |

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

N/A

# Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Basic Grant (Title I)<br>Provide total. | 0.0 |

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

N/A

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Tech Prep (Title II)<br>Provide the total. | 0.0 |

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

N/A

# Other

| Label | Question | Value |
|-------|----------|-------|
| **1.** | 21st Century, Learn and Serve, Even Start, School Improvement Grant<br>Provide the total. | 125000.0 |

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

21st Century After School Program

# Local Funds

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Provide the total | 0.0 |

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

N/A

# Strategies to Increase Parental Involvement

# Introduction

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

## Strategies to Increase Parental Involvement

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

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

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

We will have a four quarterly meeting format that we will follow for parent meetings. Each nine weeks, a PTA will be held where parents can voice their concerns, give input/ideas, and schedule meetings with their child's teacher. These meetings will be held on weekdays after work hours for the convenience of the parents.

Title I parents have many opportunities to be involved in the decision-making of Brantley School. Two parents serve as members of our Leadership Team. Their job is to talk to other parents in the community and to relay their thoughts and ideas to the rest of the leadership team. We also have a Federal Programs Stakeholders Committee at the county level where Brantley parents serve/help make decisions. We give parents the opportunity to participate in the decision-making process during the annual Title I Parent Meeting, as well as through the quarterly PTA meetings.

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

Parents are given information in through parent call outs (in native language), if there are parents who do not speak English as their native language a translator is provided to verbally translate all written documents or oral conversations. Important information is also shared through the electronic sign located in the front of the school by Hwy 331. Teachers give weekly updates through classroom newsletters and their personal pages on the school website. Any programs that are under Title I are reviewed at the annual Title I Parent Meeting. A

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

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

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

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

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

**6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**
**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**
**Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

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

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

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

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

Brantley School provides materials, such as I-Pads, for students to use in school and at home. We have an annual I-Pad Training and Distribution night for parents and students to attend in order for parents to help better understand how an I-Pad works. Kindergarten has an annual Literacy Night where parents learn the expectations of our Kindergarten program and make resources that they can use with their child at home in order to better develop their reading skills. PTA holds an annual ASPIRE Data Meeting where we review results with the parents so they can better understand the weaknesses/strengths of their child. At Open House, we provide parents with log-in information for our Information Now home portal. Parents are able to go into this portal and check on their child's grades from the convenience of work or home.

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

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

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

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

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

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

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

**participating in the education of their children.(Describe)**

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

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

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

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

We are able to use an automatic translating device when we use the call-out phone system. Crenshaw County Schools also supplies a translator (Cynthia Lopez) if we need to have face-to-face verbal communication with the ELL parents. She is also available to call and translate written documents over the phone. We have an extremely low amount of ELL parents here at Brantley School, so these resources are sufficient enough to support the parents that we do have here.

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

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

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

Brantley School provides parents with access to the parent portal portion of Information Now. This allows them to be involved in the monitoring of grades their child has received. We also have a school website that provides additional resources for parents within our school system.

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

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