ACIP

Bay Minette Elementary School

Baldwin County Board of Education

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Bay Minette, AL 36507

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Executive Summary

Introduction

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

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

Description of the School

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

Bay Minette Elementary School combined with Bay Minette Intermediate school in the summer of 2017. Mrs. Laura Moorer was named principal in early June of of 2017. She is the third principal in the last three years. She is assisted by two assistant principals, Mrs. Katina Smith-Davis and Mr. Matthew Craig. Bay Minette Elementary School is one of four elementary schools in the North Baldwin Feeder Pattern of the Baldwin County School System. It is located in the city of Bay Minette, the county seat for Baldwin County.

Student enrollment consists of approximately 884 pre-school through sixth grade students, who feed into Baldwin County High School. Of these students, 63% qualify for free and reduced lunch, making it eligible form Title One status. The school serves a diverse population consisting of 50% white students, 38% black students, 2% Hispanic, and 10% multiple race. Our large special education population presents numerous challenges, namely discipline and academics. It is our hope that incorporating
the 7 habits as part of our behavior plan will eventually yield a change in the attitudes and paradigms of our student body as a whole.

There are 39 certified employees on staff of which 41 have bachelors degrees and 31 have master degrees.

Our school participates in the following initiatives: EMINTS, AMSTI, Math PLT's, Peer Helpers, and The Leader In Me.

Administrators, faculty and staff also use Class DoJo and Remind. Our teachers are learning to become teacher leaders and facilitators of the craft. Parents communicate with the school through daily/weekly folders, conduct sheets, conferences, emails, web pages, school visits and surveys indicating high expectations for student achievement as well. Our parents and the community are involved in the school via several outreach activities throughout the year including, but not limited to PTO, Meet the Teacher, Open House; Annual Title I Meeting, Family Night Programs, Mardi Gras and school committees. Our parent volunteers work on Tuesdays with our Helping Hands Program.

School's Purpose

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

Mission Statement: The Mission of Bay Minette Elementary School is to ensure that each student develops skills, attitudes, and values to meet the challenges of our ever-changing society.

School Motto: Make every minute count.

Belief Statements:

Every individual has worth and deserves to be treated with respect and dignity. Every individual can learn within his/her capabilities.

Every individual has a right to a safe and nurturing learning environment. Every individual's strengths deserve to be emphasized.

Every individual's talents and differences need to be encouraged and respected. Every individual should be responsible and accountable for his/her own actions. Education is a shared responsibility among teachers, parents, and the community. It is the desire of the BMES faculty and staff to develop a growth mindset in all of its students.

Decisions at Bay Minette Elementary School are made in accordance with this shared vision to create and implement a comprehensive,coordinated, and continuous curriculum to allow all students to meet the challenges and expectations of standards for learning. Our school achieves our purpose through a multi-faceted curriculum of academics, special services, enrichment, fine arts, and extended learning opportunities. We believe our students' first few years of school create the foundation on which their education is built. Therefore, we attempt to provide every student with the right start to a better educational finish by addressing the individual academic needs of each student. We work to provide students not only the educational skills required to be successful and productive citizens, but with the attitudes and values needed, as well. We attempt to build positive relationships and rapport with students. Our counselors are very involved in ensuring that students' basic needs are met, so the students may better concentrate on academics. We are also currently implementing a mentoring program in an effort to improve the well being of the children by providing positive role models who can support the children academically, socially, and/or personally. We provide a number of experiences to help students build a positive, strong rapport with adults and each other. Some of these opportunities include, Student Light House Team, Peer Helpers, BLAST, chorus,and band.

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.

Bay Minette Elementary School held the ground breaking on a new school in June of 2018. This was an exciting time for the faculty, staff, students, and communities that Bay Minette Elementary School serves.

Bay Minette Elementary has attained many notable achievements. This summer teachers in grades 2nd, 4th, 5th, and 6th attended AMSTI training for math and science. Additional teachers joined the Emints program as well as the next cohort of Guided Reading Cadres. BMES also participates in math PLT's that are supported by AMSTI.

Professional development is planned monthly for teachers to have the opportunity to learn more about the craft of good instructional practices.

Teachers collaborate as they plan lessons in accordance with the Common Core Curriculum. Several teachers on our campus participate in either year one or year two reading cadre' training at the county level. This training supports the guided reading initiative that our county has embraced to increase reading school across the county wide. Bay Minette is active in EMINTs training. There are teachers on every grade level that are trained.

Bay Minette Elementary implements the Leader In Me program based on the 7 Habits of Highly Effective People. Students are placed in leadership roles across the campus to build character and leadership attributes. As a newly combined elementary school, we are in our 2nd year of the Leader in Me Process. Our school has an Elementary Honor Society. This is the third year to be part of this distinguished society. Students participate in the Peer Helper Program, dance team, chorus, and band.

Areas of academic improvement include reading and math. According to the Spring Scantron Performance series, no grade level reached Quartile 3 in reading or math. It is our focus this year to move as many Quartile 2 students to Quartile 3 in reading and math by Spring of

Additional Information

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

Bay Minette Elementary School participates in the Big Brother Big Sister Program. The school is accustomed to visitors from our community and we welcome them and the support that they give our school. We also have an active PTO that supports our students, teachers, and school. Our school maintains an after school child care grant funded by a 21st Century Learning After School Childcare grant. We have 100students enrolled and students on the waiting list. This program is extended through six weeks of the summer.

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.

A planning committee was formed at Bay Minette Elementary School for the purpose of engaging stakeholders in the development of the improvement plan. The committee consists of representatives from all grade levels as well as principal, parents, and community representatives. Parent and community representatives were selected because of their dedication and interest in our school. Meetings were schedule at various times and days to accommodate all members of the committee.

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

Stakeholders this year include teachers, parents and students. A draft copy of the ACIP was presented to the stakeholder group and with their help, it was edited and a final copy was written.

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

The final improvement plan was communicated to all stakeholders during Open House, via school messenger, posted on the school website, and a hard copy housed in the libraries on both sides of the campus.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student performance diagnostic

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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

At the end of the 2017-2018 academic year, the Spring Scantron Benchmark assessment for math revealed that 6th grade had the most students who scored in Quartiles 3 & 4. A total of 49 of the 109 sixth grade students tested. The Spring Scantron Benchark assessment for reading revealed that 4th grade had the most stuents who scored in Quartile 3 & 4. This is a total of 58 students of 111 students tested.

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

The grade level that showed the most gain from fall to spring in math was 2nd grade. The gain score was 227. The accountability grade that showed the most gain in math was 3rd grade with gain of 3rd grade with a gain of 183.
The grade level that showed the most gain from fall to spring in reading was 1st grade. The gain score was 274. The accountability grade that showed the most gain in reading was 3rd grade with gain of 3rd grade with a gain of 200.

Which area(s) indicate the overall highest performance?

The grade with the overall highest performance in reading is 1st grade with 59 students scoring in Quartiles 3 & 4 on the Spring Benchmark Assessment for reading.
The grade with the overall highest performance in math is 6th grade with 49 students scoring in Quartiles 3 & 4 on the Spring Benchmark Assessment for math.

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

Based on Scantron Analytics for the last four years, Blacks have shown a steady decrease in the achievement gap for math.
Based on Scantron Analytics for the last four years, Blacks and Hispanics have shown a decrease in the achievement gap for reading.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between Blacks and Economically Disadvantaged.

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

N/A

Areas in Need of Improvement

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

On the spring Scantron Benchmark Assessment for reading, 2nd grade had the most students that scored in Quartiles 1 & 2. This is a total of 85 students of 126 students who took the assessment.

On the spring Scantron Benchmark Assessment for math, 1st grade had the most students that scored in Quartiles 1 & 2. This is a total of 94 students of 142 students who took the assessment.

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

The grade level that shows the least amount of gains from fall to spring in reading is 6th grade.

The grade level that shows the least amount of gains from fall to spring in math is 5ht grade.

Which area(s) indicate the overall lowest performance?

The overall lowest performance in math is in 1st grade.

The overall lowest performance in reading is in 2nd grade.

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

The subgroup(s) that show a trend toward decreasing performance are blacks and the economically disadvantaged.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater between the gifted students and the American Indians, Asians, and Special education students.

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

Scantron Analytics is where this data was taken.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.25
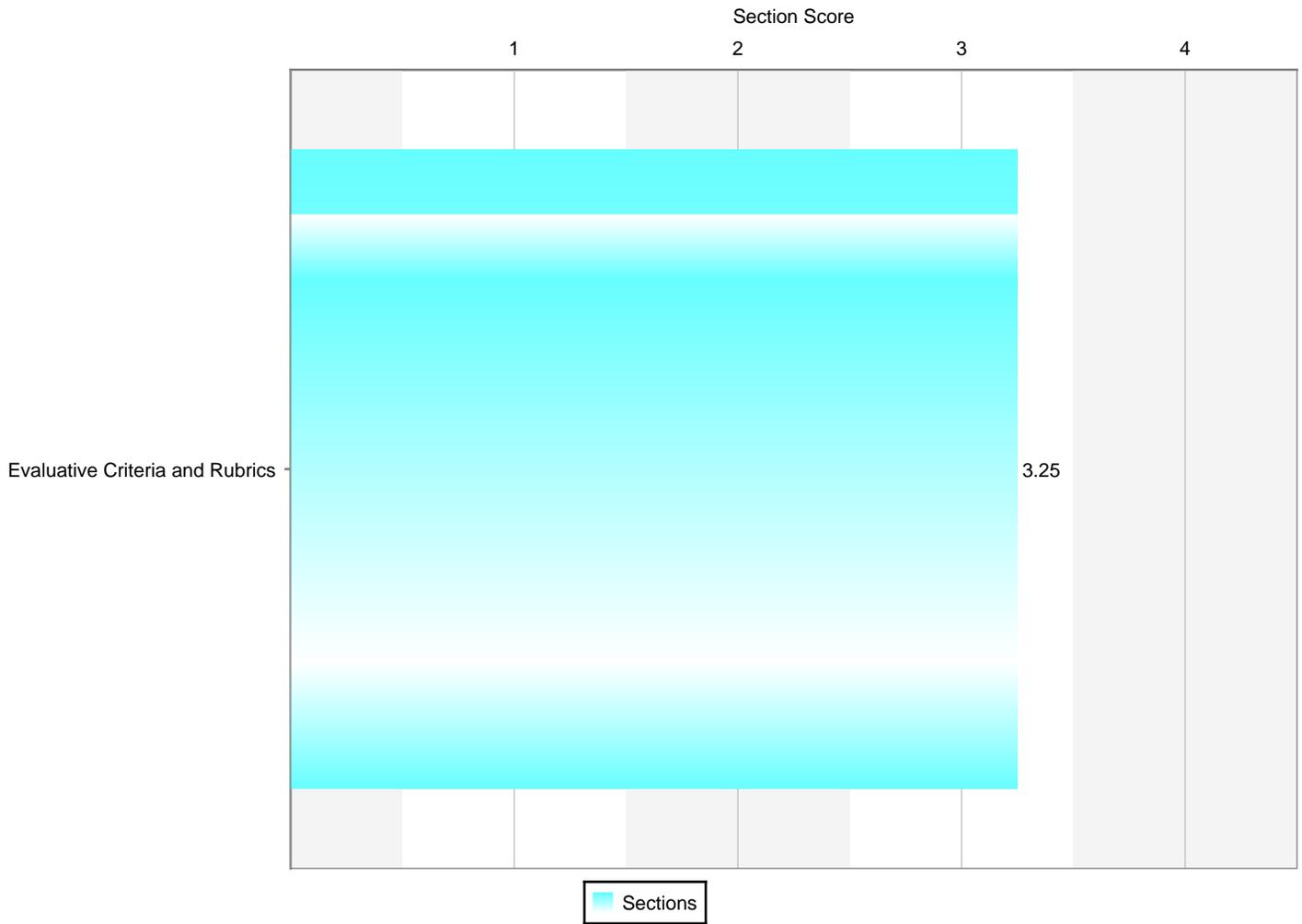
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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

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		

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		

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

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

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Bay Minette Elementary School Students will participate in the 3rd year of the Leader In Me Process.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$5000
2	Transition opportunities are available for students in grades in PreK, K and 6th grade.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
3	Bay Minette Elementary School will participate in year three of the Leader In Me Process.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$12500
4	Students in grades K-6 will continue to make gains in reading proficiency as measured by the Scantron Performance Benchmark Assessment from Fall to Winter and Winter to Spring 2019.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$165499
5	Materials, Supplies, and technology equipment will enhance teacher instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1000

Goal 1: Bay Minette Elementary School Students will participate in the 3rd year of the Leader In Me Process.

Measurable Objective 1:

increase student growth by understanding and practicing the 7 Habits and creating class/personal goals for academic achievement by 05/23/2019 as measured by class walkthroughs looking for Leadership Notebooks and class goals posted so they are visible to the students..

Strategy 1:

Leadership Notebooks - The leadership and faculty of BMES will attend grade level meetings with Catherine Rogers in September as a refresher on how to implement a growth mindset with students and incorporate the Leadership Notebooks to support academic alignment across the campus.

Category: Develop/Implement Professional Learning and Support

Research Cited: School Data

Activity - Empowering Teachers to align academics additional onsite professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Catherine Rogers revisits Aligning Academic with teachers to teachers will have a better understanding of goal setting with their students. The Leadership Notesbooks were also discussed and how each grade could best utilize the notebooks or classroom notebook.	Professional Learning	09/10/2018	09/11/2018	$2500	Title I Part A	Administration and Teachers

Strategy 2:

Leader in Me Symposium and Global Summitt - Select teachers/administrators who have not attended a symposium or summit will attend to gain a new understanding of how the Leader in Me Principals work in schools that are visited in other areas. The Alabama symposium will be held in Birmingham and the Summit will be held in Orlando, Florida. As a result of the new learning, teachers/administrators will come back and share their experiences.

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

Research Cited: School Data

Activity - Symposium/Summit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend Birmingham, Alabama Symposium January 9-11, and Orlando Summit July 25-26	Professional Learning	01/09/2019	07/26/2019	$2500	Title I Part A	Administration and Staff

Goal 2: Transition opportunities are available for students in grades in PreK, K and 6th grade.

Measurable Objective 1:

demonstrate a behavior of becoming familiarized with the school or program being promoted to by participating in transition activities by 05/23/2019 as measured by the completion of registrations and assessment activities..

Strategy 1:

Pre K Registration - Pre-K Registration during the spring will allow teachers to assess the skills that incoming Pre-K students have in order to create a balanced classroom.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: School data

Activity - Ready, Set, Go	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend two days of school prior to school beginning to become acclimated to the procedures and routines of a regular school day	Other - Transition	08/01/2018	08/02/2018	$0	No Funding Required	Pre K teacher and aide

Strategy 2:

Kindergarten Registration - Teachers assess kindergarten students in order to learn their skill sets and the data will be used to create a balance classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - 6th grade visit to Bay MInette Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade students will be visited by the administration of Bay Minette Middle School in order to get acquainted with the principal and assistant principals. BMMS will plan for an Open House for incoming 7th graders to get accustomed to the building, teachers, and various types of classes offered.	Extra Curricular	05/06/2019	05/17/2019	$0	No Funding Required	Teachers, Principals and counselors

Goal 3: Bay Minette Elementary School will participate in year three of the Leader In Me Process.

Measurable Objective 1:

complete a portfolio or performance that is aligned with the Leader In Me process for empowering instruction and aligning academics. Through this process, students will hear and use language that will promote a growth mindset and be guided in keeping track of personal academic goals by by 05/23/2019 as measured by class walkthroughs looking for Leadership Notebooks, growth mindset language and class goals posted so they are visible to the students..

Strategy 1:

Professional Development - Teachers and administrators will attend LIM professional development to support the implementation of the LIM process into the instructional day.

Category: Develop/Implement Professional Learning and Support

Research Cited: school data

Activity - Leader in Me Symposium and Global Summitt	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend the Leader in Me Symposium in Birmingham on January 10-11. Attend the Franklin Covey Summit in Orlando Florida on July 25-26.	Professional Learning	01/10/2019	07/26/2019	$2500	Title I Part A	Teachers and administrators

Activity - Additional Onsite Coaching Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Empowering instruction and aligning academic refresher with Catherine Rogers	Professional Learning	09/10/2018	09/11/2018	$2500	Title I Part A	teachers and administrators

Activity - Leadership Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will host a Leadership Day for Parents to come and learn more about the Leader In Me through drama, sharing of Leadership notebooks and song.	Parent Involvement	05/17/2019	05/17/2019	$4200	Title I Part A	teachers, administrators, and students

Activity - CLAS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Council for Leaders in Alabama Schools provides school leaders with the most up to date trends in education and leadership.	Professional Learning	06/10/2019	06/11/2019	$700	Title I Part A	Administrator

Activity - MEGA Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MEGA provides teachers and school leaders with the most up to date information about school law, trends in teaching, and many other topics of interest.	Professional Learning	07/22/2019	07/26/2019	$2600	Title I Part A	teachers and administrators

Goal 4: Students in grades K-6 will continue to make gains in reading proficiency as measured by the Scantron Performance Benchmark Assessment from Fall to Winter and Winter to Spring 2019.

Measurable Objective 1:

increase student growth in reading proficiency by 05/03/2019 as measured by 2019 Spring Scantron Benchmark Assessment.

Strategy 1:

IXL Progress Monitoring - Students will use IXL to practice COS standards through out the week. IXL will also be used to progress monitor student growth.

Category: Develop/Implement Learning Supports

Research Cited: School data

Activity - Differentiated practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign IXL practice activities according to the COS standards that students did not attain. Teachers will use guided reading as an approach to reading instruction.	Academic Support Program	09/03/2018	05/22/2019	$12600	Title I Part A	Teachers

Activity - Additional Reading Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional reading resources that address reading across the curriculum/content area will be used to gain the interest of students.	Other - Reading Resources	04/01/2019	05/24/2019	$4000	Title I Part A	teachers

Strategy 2:

Scholastic Coaching Days - A Scholastic reading coach will provide support over the course of four days using Guided Reading.

Category: Develop/Implement Professional Learning and Support

Research Cited: school data

Activity - Coaching and Planning cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Scholastic coach will plan, observe, and reflect with teachers about the lesson taught	Professional Learning	01/15/2019	03/13/2019	$4100	Title I Part A	teachers, administrator, reading coach, curriculum coach, scholastic coach

Strategy 3:

Class Reduction Units - An additional teaching unit added to kindergarten and first grade will decrease the number of students in the classroom so that smaller numbers of students can benefit from the important standards based instruction in reading and math.

Category: Other - Additional Teaching units

Research Cited: Sharp, M.A. 2000. An analysis of pupil-teacher ratio and class size. Ypsilanti, MI: Eastern Michigan University. Doctoral dissertation

Activity - Class reduction units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early grade class sizes will be reduced	Class Size Reduction	08/16/2018	05/24/2019	$144799	Title I Part A	teacher, administrator

Goal 5: Materials, Supplies, and technology equipment will enhance teacher instruction.

Measurable Objective 1:

demonstrate a behavior of student engagement when lessons are taught using various teaching resources that attract student's interest by 05/24/2019 as measured by an increase is work completion and passing report card grades.

Strategy 1:

Virtual Reality Technology - Virtual Reality headsets will allow the teacher to create lessons about topics that students can participate in virtually and gain a better

understanding of the topic or concept versus using a textbook, handout, or adding the expense of a field trip.

Category: Develop/Implement Learning Supports

Research Cited: Kisiel, 2005; Bonderup Dohn, 2011

Activity - STEM across the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maker technology will allow students to create projects that can be recreated on the 3-D printer or used as a virtual field trip.	Technology	03/29/2019	05/24/2019	$1000	Title I Part A	Students, faculty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
6th grade visit to BMinette Middle School	6th grade students will be visited by the administration of Bay Minette Middle School in order to get acquainted with the principal and assistant principals. BMMS will plan for an Open House for incoming 7th graders to get accustomed to the building, teachers, and various types of classes offered.	Extra Curricular	05/06/2019	05/17/2019	$0	Teachers, Principals and counselors
Ready, Set, Go	Students will attend two days of school prior to school beginning to become acclimated to the procedures and routines of a regular school day	Other - Transition	08/01/2018	08/02/2018	$0	Pre K teacher and aide
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Symposium/Summit	Attend Birmingham, Alabama Symposium January 9-11, and Orlando Summit July 25-26	Professional Learning	01/09/2019	07/26/2019	$2500	Administration and Staff
Leader in Me Symposium and Global Summitt	Attend the Leader in Me Symposium in Birmingham on January 10-11. Attend the Franklin Covey Summit in Orlando Florida on July 25-26.	Professional Learning	01/10/2019	07/26/2019	$2500	Teachers and administrators
Additional Onsite Coaching Day	Empowering instruction and aligning academic refresher with Catherine Rogers	Professional Learning	09/10/2018	09/11/2018	$2500	teachers and administrators
Class reduction units	Early grade class sizes will be reduced	Class Size Reduction	08/16/2018	05/24/2019	$144799	teacher, administrator
Differentiated practice	Teachers will assign IXL practice activities according to the COS standards that students did not attain. Teachers will use guided reading as an approach to reading instruction.	Academic Support Program	09/03/2018	05/22/2019	$12600	Teachers
CLAS	Council for Leaders in Alabama Schools provides school leaders with the most up to date trends in education and leadership.	Professional Learning	06/10/2019	06/11/2019	$700	Administrator
Empowering Teachers to align academics additional onsite professional development	Catherine Rogers revisits Aligning Academic with teachers to teachers will have a better understanding of goal setting with their students. The Leadership Notesbooks were also discussed and how each grade could best utilize the notebooks or classroom notebook.	Professional Learning	09/10/2018	09/11/2018	$2500	Administration and Teachers

MEGA Conference	MEGA provides teachers and school leaders with the most up to date information about school law, trends in teaching, and many other topics of interest.	Professional Learning	07/22/2019	07/26/2019	$2600	teachers and administrators
Additional Reading Resources	Additional reading resources that address reading across the curriculum/content area will be used to gain the interest of students.	Other - Reading Resources	04/01/2019	05/24/2019	$4000	teachers
Leadership Day	Students will host a Leadership Day for Parents to come and learn more about the Leader In Me through drama, sharing of Leadership notebooks and song.	Parent Involvement	05/17/2019	05/17/2019	$4200	teachers, administrators, and students
Coaching and Planning cycle	The Scholastic coach will plan, observe, and reflect with teachers about the lesson taught	Professional Learning	01/15/2019	03/13/2019	$4100	teachers, administrator, reading coach, curriculum coach, scholastic coach
STEM across the curriculum	Maker technology will allow students to create projects that can be recreated on the 3-D printer or used as a virtual field trip.	Technology	03/29/2019	05/24/2019	$1000	Students, faculty
				Total	$183999	

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		2018 Stakeholder Feedback Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Advanced Ed Survey

Teachers:

Lessons are based on high expectations for students. 100%

Students in my class have formal opportunities to develop positive relationships with their peers and or adults. 95%

I use formative assessments to monitor student progress. 90%

I use a variety of assessment types including locally developed and nationally normed, to assess student understanding of content. 90%

Students:

Grade 6th

I a safe at school. 81%

I have the materials, supplies and technology I need to be successful in school. 91%

I complete challenging work. 81%

Students:

Grade 3rd

I feel welcomed at school-99%

I can easily reach my child's classroom teacher- 98%

I understand my responsibilities as described in the School-Parent Compact. 97%

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

I a safe at school.

I have the materials, supplies and technology I need to be successful in school.

I complete challenging work.

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

According to Measurable Results Survey:

Teacher Efficacy scored 76.6%

School Climate 75.3%

Teacher Expectations 71.2%

Areas in Need of Improvement

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

Parents:

Title I Parent Involvement Survey

Parents did not attend the Title I Parent Meeting- 60 of the 140 parents surveyed

Advanced Teacher survey:

I am involved in decisions and actions that impact student achievement and the overall functioning of our school. 48%

I receive feedback from my supervisor regarding my professional performance. 48%

Advanced 6th grade survey:

I investigate and choose a topic for my projects. 48%

I participate in, before or after, school activities such as sports, clubs, tutoring, etc. 47%

I give presentations in my class to share my work. 42%

Advanced 3rd-5th grade survey:

I set learning goals.-51%

I meet or talk with an adult, other than my teacher, who helps me with my learning needs.47%

I explore different careers. 47%

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

According to the Annual Measurable Results survey, students scored 6 out of 8 Student Leadership areas low. The average score ranged between 52.2% and 77.3 percent.

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions indicate that our school needs to implement more student lead activities. At the beginning of the year, I place sign up sheets in the front hall for students to sign up for school wide leadership roles. Many of the same students signed up for each role. I have implemented all but two of the leadership roles at this time.

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

N/A

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.5
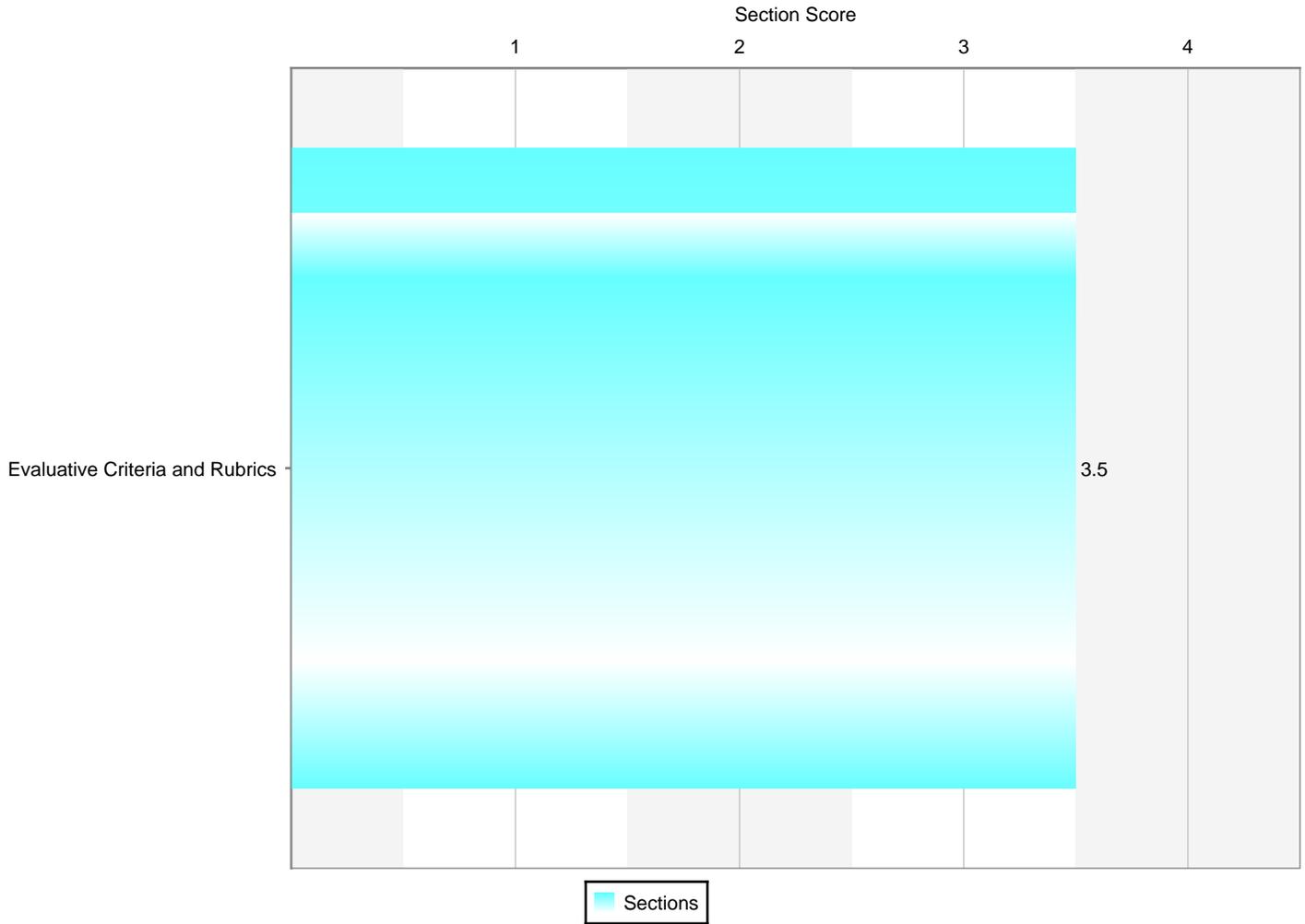
Sections

Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

All data to drive the instruction at BMES was reviewed by the instructional leadership team over the summer. The team met duirng the leadership team meeting conducted by the district. Afterwards, the data was shared with the grade levels at the beginning of the school year so they could become familiarized with the performance of their grade level and the grade level they were about to receive for the current year. The 2017-2018 Scantron Performance data was shared with each grade level during data meetings at the beginning of the year. Teachers were involved in a data meeting where they viewed their 2017-2018 Reading and Math Benchmark assessments for all grades K-6 and teachers took an overall look at the students who scored below level, average low, average high and above average level.
Next they took note of the students in Quartile 2 who could be moved into Quartile 3 by Spring. They looked at the objectives that were met and not met by each student.   In this way, teachers were able to better determine small groups and those students that would receive extra support by Title I tutors.   Monthly professional development meetings to enhance and strengthen reading and math instruction will be given to ensure that teachers have the necessary skills to support students so they meet the expectations of state academic achievement levels.

What were the results of the comprehensive needs assessment?

Scantron Reading and Math data show a need for students to improve in Reading and Math achievement. Every grade level Kindergarten through sixth grade began in Quartile 2 in the Fall and remained there in the Spring.
Overall, schoolwide attendance was below the district average of 95% across all grade levels K-6.
Overall, schoolwide attendance slipped off the 95% district target in grades 1st-6th being 94% and K being 93%.
Overall, discipline in Grades K-6 show more referrals for students in 5th an 6th grades with the most referrals.

What conclusions were drawn from the results?

Bay Minette Elementary needs to improve in both areas of Reading and Math.

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

According to the Title I Parent Survey:
Parents feel welcomed in their child's school.
Parents were provided with a copy of the school-Parent Compact.
Parents understand their responsibilities as described in the School-Parent Compact.
Parent now how they can be involved in school planning and review committees.
Parents believe they can easily reach their child's class
Parents know about school assessments, accountability and School improvement.
Parents know our school's academic goals and how they can be involved.

Parents scored lowest on attending the Title I Parent meeting to learn more about what it means to be a Title I School. They also scored low on attending pa

According to the Advanced survey:

Students believe they are safe at school.

Students believe they have the materials, supplies, and technology needed to be successful.

Students believe that they are challenged with school work.

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

School goals are directly related to increasing reading and math achievement across the grade levels.

For students:

Leadership notebooks are being established so that students will be able to track their own performance. In this way, students will become better able to see their progress and have a plan to continue progress with academics and their personal goals.

Whole class academic goals and grade level goals are being established so that students can feel like a community of learners working towards a common goal.

Students have been provided with IXL, a progress monitoring software to work on skills that need improvement and they will also be able to track their improvement.

Teachers:

Professional development is being provided regularly on the Guided Reading process.

Teachers are learning how to use data to track student improvement and also guide their lesson planning for students.

Many teachers were trained in AMSTI science and math over the summer. Math PLT meetings are scheduled throughout this year.

Teachers have been provided with EDGE and BRIDGE, reading and math intervention programs. They were also provided with a guided reading library. Professional development from the district is being implemented in grades K and 5th with others grade levels as needed.

The Leadership Advisory team has been established to track our overall school data and make decisions based on this data. It is comprised of administration, counselors, and classroom teachers.

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

The school goals this year are developed through the data gained from 2017-2018 Spring Performance Benchmark assessments and the 2018-2019 Fall Benchmark assessment. 2018-2019 Advanced Ed surveys are used to determine stakeholder perceptions. Discipline and attendance reports from the 2017-2018 school year give us additional data from which to develop school goals.

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

The professional development and resources are available for all teachers to take advantage of to use with all students.

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

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

Goal 1:

Bay Minette Elementary School Students will participate in the 2nd year of the Leader In Me Process Academic Achievement

Measurable Objective 1:

collaborate to begin the process of completing the online portfolio for Leader In Me by 05/25/2018 as measured by inputting at least 25% of the required documentation as measured by the digital porfolio.

Strategy1:

Direct instruction on each of the & Habits - Using the teacher Leader In Me Guides, teachers can create direct, explicit lessons that teach each of the 7 Habits and their highly effective principals. This can be accomplished through stories, role playing, songs, and student discussions.

Category: Develop/Implement Student and School Culture Program

Research Cited: School data

Activity - Leader In Me Student workbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Leader In Me student workbooks to reinforce the 7 Habits and the highly effective principals of each one. Teachers will hold whole group discussions on how each habit can be incorporated in daily living skills at school and at home.	Behavioral Support Program	09/25/2017	05/25/2018	$3000 - Title I Part A	Teachers

Strategy2:

Student Light House Team - A student Light House Team will be established to incoporate the ideas of students into the decision making process for the school.

Category: Develop/Implement Student and School Culture Program

Research Cited: School perception data

Activity - Student Light House Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Light House Team Meetings will be held monthly to discuss ideas to incorporate around the campus. Minutes will be taken and uploaded into the Leader In Me online portfolio.	Behavioral Support Program	11/01/2017	05/25/2018	$0 - No Funding Required	Senior Light House Team, Student Light House Team, Student Learning Action team.

Strategy3:

Positive Behavior Referrals - Each day students, teachers, or other staff may send a positive behavior referral referral to the office describing

a good dead or accomplishment that faculty, students, or staff may have observed anywhere on campus.

Category: Develop/Implement Student and School Culture Program

Research Cited: School data

Activity - Shout outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each morning as needed, shout outs go out over the morning announcements regarding faculty, student or staff good deeds or accomplishments. Selfies with the assistant principal are taken and the picture along with the positive referral are posted on a bulletin board in the main hallway.	Behavioral Support Program	10/16/2017	05/25/2018	$100 - Other	Teachers, students, staff and administration

Goal 2:

Transition opportunities are available for students in grades Pre-K , Kindergarten, and 6th grade

Measurable Objective 1:

achieve college and career readiness by participating in transition activities to prepare for the next grade by 05/25/2018 as measured by the

completion of registrations and assessment activities..

Strategy1:

Kindergarten Registration - Teachers assess kindergarten students in order to learn their skill sets and the data will be used to create a

balance classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - 6th grade visit to Bay MInette Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will take a trip to Bay Minette Middle School in order to get acquainted with the campus, building, teachers, and various types of classes offered.	Extra Curricular	05/07/2018	05/18/2018	$0 - No Funding Required	Teachers, Principals and counselors

Strategy2:

Pre K Registration - Pre-K Registration during the spring will allow teachers to assess the skills that incoming Pre-K students have in order to

create a balanced classroom.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: School data

Activity - Ready, Set, Go	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend two days of school prior to school beginning to become acclimated to the procedures and routines of a regular school day	Other - Transition	08/01/2018	08/02/2018	$0 - No Funding Required	Pre K teacher and aide

Goal 3:

Students in grades K-6 will continue to make gains in reading proficiency.

Measurable Objective 1:

increase student growth in reading proficiency by 05/03/2019 as measured by 2019 Spring Scantron Benchmark Assessment.

Strategy1:

IXL practice - Students will use IXL to practice COS standards through out the week. IXL will also be used to progress monitor student growth.

Category: Develop/Implement Learning Supports

Research Cited: School data

Activity - Differentiated practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign practice activities according to the COS standards that students did not attain.	Academic Support Program	09/03/2018	05/22/2019	$2800 - Title I Part A	Teachers

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

Goal 1:

Bay Minette Elementary School Students will participate in the 2nd year of the Leader In Me Process Academic Achievement

Measurable Objective 1:

collaborate to begin the process of completing the online portfolio for Leader In Me by 05/25/2018 as measured by inputting at least 25% of the required documentation as measured by the digital porfolio.

Strategy1:

Student Light House Team - A student Light House Team will be established to incoporate the ideas of students into the decision making process for the school.

Category: Develop/Implement Student and School Culture Program

Research Cited: School perception data

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Strategy2:

Professional Development - Selected teachers will attend the Leader In Me Symposium in Vicksburg, Mississippi on March 2, 20178. This symposium will allow teachers to bring back information and ideas regarding how other schools are implementing the Leader in Me on their campuses. Teachers who attend will return and share what they have learned at a faculty meeting.

Category: Develop/Implement Professional Learning and Support

Research Cited: School data

Activity - Vicksburg, Mississippi Symposium	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six teachers along with the administrator will attend the LIM Symposium in Vicksburg, MS to learn more about how other schools incorporate the LIM on their campus.	Professional Learning	03/01/2018	03/02/2018	$4000 - Title I Part A	Teachers Administrator

Strategy3:

Positive Behavior Referrals - Each day students, teachers, or other staff may send a positive behavior referral referral to the office describing a good dead or accomplishment that faculty, students, or staff may have observed anywhere on campus.

Category: Develop/Implement Student and School Culture Program

Research Cited: School data

Activity - Shout outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each morning as needed, shout outs go out over the morning announcements regarding faculty, student or staff good deeds or accomplishments. Selfies with the assistant principal are taken and the picture along with the positive referral are posted on a bulletin board in the main hallway.	Behavioral Support Program	10/16/2017	05/25/2018	$100 - Other	Teachers, students, staff and administration

Strategy4:

Direct instruction on each of the & Habits - Using the teacher Leader In Me Guides, teachers can create direct, explicit lessons that teach each of the 7 Habits and their highly effective principals. This can be accomplished through stories, role playing, songs, and student discussions.

Category: Develop/Implement Student and School Culture Program

Research Cited: School data

Activity - Leader In Me Student workbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 2:

Transition opportunities are available for students in grades Pre-K , Kindergarten, and 6th grade

Measurable Objective 1:

achieve college and career readiness by participating in transition activities to prepare for the next grade by 05/25/2018 as measured by the completion of registrations and assessment activities..

Strategy1:

Kindergarten Registration - Teachers assess kindergarten students in order to learn their skill sets and the data will be used to create a balance classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - 6th grade visit to Bay MInette Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will take a trip to Bay Minette Middle School in order to get acquainted with the campus, building, teachers, and various types of classes offered.	Extra Curricular	05/07/2018	05/18/2018	$0 - No Funding Required	Teachers, Principals and counselors

Strategy2:

Pre K Registration - Pre-K Registration during the spring will allow teachers to assess the skills that incoming Pre-K students have in order to create a balanced classroom.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: School data

Activity - Ready, Set, Go	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend two days of school prior to school beginning to become acclimated to the procedures and routines of a regular school day	Other - Transition	08/01/2018	08/02/2018	$0 - No Funding Required	Pre K teacher and aide

Goal 3:

Students in grades K-6 will continue to make gains in reading proficiency.

Measurable Objective 1:

increase student growth in reading proficiency by 05/03/2019 as measured by 2019 Spring Scantron Benchmark Assessment.

Strategy1:

IXL practice - Students will use IXL to practice COS standards through out the week. IXL will also be used to progress monitor student growth.

Category: Develop/Implement Learning Supports

Research Cited: School data

Activity - Differentiated practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign practice activities according to the COS standards that students did not attain.	Academic Support Program	09/03/2018	05/22/2019	$2800 - Title I Part A	Teachers

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

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Bay Minette Elementary School Students will participate in the 2nd year of the Leader In Me Process Academic Achievement

Measurable Objective 1:

collaborate to begin the process of completing the online portfolio for Leader In Me by 05/25/2018 as measured by inputting at least 25% of the required documentation as measured by the digital porfolio.

Strategy1:

Professional Development - Selected teachers will attend the Leader In Me Symposium in Vicksburg, Mississippi on March 2, 20178. This symposium will allow teachers to bring back information and ideas regarding how other schools are implementing the Leader in Me on their

campuses. Teachers who attend will return and share what they have learned at a faculty meeting.

Category: Develop/Implement Professional Learning and Support

Research Cited: School data

Activity - Vicksburg, Mississippi Symposium	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

Student Light House Team - A student Light House Team will be established to incoporate the ideas of students into the decision making

process for the school.

Category: Develop/Implement Student and School Culture Program

Research Cited: School perception data

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each of the 7 Habits and their highly effective principals. This can be accomplished through stories, role playing, songs, and student

discussions.

Category: Develop/Implement Student and School Culture Program

Research Cited: School data

Activity - Leader In Me Student workbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Leader In Me student workbooks to reinforce the 7 Habits and the highly effective principals of each one. Teachers will hold whole group discussions on how each habit can be incorporated in daily living skills at school and at home.	Behavioral Support Program	09/25/2017	05/25/2018	$3000 - Title I Part A	Teachers

Strategy4:

Positive Behavior Referrals - Each day students, teachers, or other staff may send a positive behavior referral referral to the office describing

a good dead or accomplishment that faculty, students, or staff may have observed anywhere on campus.

Category: Develop/Implement Student and School Culture Program

Research Cited: School data

Activity - Shout outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 2:

Transition opportunities are available for students in grades Pre-K , Kindergarten, and 6th grade

Measurable Objective 1:

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Strategy1:

Pre K Registration - Pre-K Registration during the spring will allow teachers to assess the skills that incoming Pre-K students have in order to create a balanced classroom.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: School data

Activity - Ready, Set, Go	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

Kindergarten Registration - Teachers assess kindergarten students in order to learn their skill sets and the data will be used to create a balance classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - 6th grade visit to BMinette Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 3:

Students in grades K-6 will continue to make gains in reading proficiency.

Measurable Objective 1:

increase student growth in reading proficiency by 05/03/2019 as measured by 2019 Spring Scantron Benchmark Assessment.

Strategy1:

IXL practice - Students will use IXL to practice COS standards through out the week. IXL will also be used to progress monitor student

growth.

Category: Develop/Implement Learning Supports

Research Cited: School data

Activity - Differentiated practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign practice activities according to the COS standards that students did not attain.	Academic Support Program	09/03/2018	05/22/2019	$2800 - Title I Part A	Teachers

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

Goal 1:

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Category: Develop/Implement Student and School Culture Program

Research Cited: School data

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Strategy4:

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Research Cited: School data

Activity - Shout outs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 2:

Transition opportunities are available for students in grades Pre-K , Kindergarten, and 6th grade

Measurable Objective 1:

achieve college and career readiness by participating in transition activities to prepare for the next grade by 05/25/2018 as measured by the

completion of registrations and assessment activities..

Strategy1:

Pre K Registration - Pre-K Registration during the spring will allow teachers to assess the skills that incoming Pre-K students have in order to create a balanced classroom.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: School data

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Strategy2:

Kindergarten Registration - Teachers assess kindergarten students in order to learn their skill sets and the data will be used to create a balance classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - 6th grade visit to Bay MInette Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 3:

Students in grades K-6 will continue to make gains in reading proficiency.

Measurable Objective 1:

increase student growth in reading proficiency by 05/03/2019 as measured by 2019 Spring Scantron Benchmark Assessment.

Strategy1:

IXL practice - Students will use IXL to practice COS standards through out the week. IXL will also be used to progress monitor student growth.

Category: Develop/Implement Learning Supports

Research Cited: School data

Activity - Differentiated practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign practice activities according to the COS standards that students did not attain.	Academic Support Program	09/03/2018	05/22/2019	$2800 - Title I Part A	Teachers

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

The Scantron Performance student results document is sent home with students three times a year. If a parent of an ESL student is unable to read it, it can be translated via a district translator.

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

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

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

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

All teachers apply for teaching positions in Teach Alabama. After a teacher has been interviewed and recommended, the human resources department goes through the recommendation making sure the teacher meets all qualifications of the position.

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

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

On average, the last two years the teacher turn over rate has been two per year.

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

Over half of the teachers at BMES have attained a masters degree.

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

Baldwin County School System is one of the highest paying counties in the state of Alabama. We have a large school system and usually hire between 100- 200 people a year. The teachers are immersed in professional development. Our schools have many research based resources provided for instruction. We have SRO's on every campus. Safety and security has been enhanced on every campus.

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

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

Data from academic assessments is used to determine professional development based on the areas that were low performing. Not only do we look at the academic area, but we also determine what kind of instruction would be more suitable to use by the teacher.
The quality of teaching resources is revisited to determine if it meets the state standards and is adequate for practice.

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

Our district provides Reading Cadres, Emints, and job embedded professional development provided by the reading coach and district specialists. The state provides AMSTI science and math professional development. Afterwards, AMSTI PLTs are scheduled throughout the year to work with teachers in their planning and implementation process.

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

As an administrator, I check in with new teachers to make sure they are learning the routines and procedures of our school. I also want to know what concerns they may have with instruction, management, or other concerns.

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

Professional development happens once a month on a regular basis. As a follow up, the curriculum leader and reading coach meet with individual teachers to help coach them as they learn to implement given strategies in the classroom.

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

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

Goal 1:

Transition opportunities are available for students in grades Pre-K , Kindergarten, and 6th grade

Measurable Objective 1:

achieve college and career readiness by participating in transition activities to prepare for the next grade by 05/25/2018 as measured by the completion of registrations and assessment activities..

Strategy1:

Pre K Registration - Pre-K Registration during the spring will allow teachers to assess the skills that incoming Pre-K students have in order to create a balanced classroom.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: School data

Activity - Ready, Set, Go	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend two days of school prior to school beginning to become acclimated to the procedures and routines of a regular school day	Other - Transition	08/01/2018	08/02/2018	$0 - No Funding Required	Pre K teacher and aide

Strategy2:

Kindergarten Registration - Teachers assess kindergarten students in order to learn their skill sets and the data will be used to create a balance classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - 6th grade visit to Bay MInette Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students will take a trip to Bay Minette Middle School in order to get acquainted with the campus, building, teachers, and various types of classes offered.	Extra Curricular	05/07/2018	05/18/2018	$0 - No Funding Required	Teachers, Principals and counselors

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

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

Over the summer the Leadership Team meets to discuss data from the Scantron performance assessment and surveys. The leadership team consists of administration, a teacher form each grade level, a counselor, the reading coach and curriculum leader.

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

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

Our district/school uses Scantron Analytics to identify students who experience difficulty mastering the State's academic achievement assessment standards. Early grades use ESGI and Guided Reading Assessment. The computer software IXL can also be used to determine the attainment of COS of study standards.

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?

Each month, our school had a data meeting and RTI meeting. During this time data is discussed and student performance is discussed by the PST team. If a teacher feels a student is struggling and the teacher has tried and exhausted their own teaching strategies, the PST team will add their input and also check on the RTI website for effective strategies to use for instruction. If after six weeks, the strategies prove ineffective, the team can choose to continue working on other strategies with the teacher or determine that the student needs further testing for learning problems.

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.

Over the summer BMES provided summer tutoring. We also have an extended day program that provides tutoring.

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

All students regardless of their situation are served in Baldwin County Schools. There are many resources available for a wide variety of situations. We have an extensive special education department that serves students who are physically handicapped, mentally handicapped, and have specific learning disabilities. We have a speech and language pathologist on campus and we have access to a physical therapist, occupational therapist, and someone to assist with special technology devices for learning and communication needs. We have alternative schools to assist students who have behavior needs. Alta Point is our mental health provider for students who need in school counseling. We have an itinerant ESL teacher who provides services for our ESL students and services for their parents. Our counselor is up to date on the services that can be provided for students who are homeless or displaced. Our district works with the county to handle issues of child neglect with Baldwin County DHR and with the court system for parents who are negligent in getting children to school. As a Title I School, we serve students who are economically disadvantaged. We receive federal funds that allow us to provide materials and supplies for students, Title I Tutors, teachers for summer tutoring, and two full time classroom teachers.

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

N/A

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

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

Our school partners with the Afterschool Childcare program by sharing in events such as Field Day, Family Nights, PTO, Open House, and Parent involvement activities such as parent workshops. Afterschool care also partners with our school by sharing in sustaining the school/community garden and providing mulch for the playground they use. Our local mental health agency partners with the school to meet with students on campus to help those parents who have a difficult time keeping or making appoints. The counselor coordinates with the community to provide students with fire safety lessons, drug awareness, and bullying programs.

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

Our school partners with the Afterschool Childcare program by sharing in events such as Field Day, Family Nights, PTO, Open House, and Parent involvement activities such as parent workshops. Afterschool care also partners with our school by sharing in sustaining the school/community garden and providing mulch for the playground they use. Our local mental health agency partners with the school to meet with students on campus to help those parents who have a difficult time keeping or making appoints. The counselor coordinates with the community to provide students with fire safety lessons, drug awareness, and bullying programs.

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

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

Each year, during the summer, school data is reviewed. This includes student academic data, as well as, surveys taken by parents, students, and staff. Once we make our plan using this data. We review how we are doing throughout the year as we strive to meet our goals. At the end of the year, we are able to determine how successful our plan was.

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?

We look at the results to see how we did compared to the goals that were set. At this point we determine whether or not to continue the same work or change the strategy to get the results we want.

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?

We look at student performance data to determine if the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards. We also look at teacher observations to make sure that instruction is appropriate and effective.

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

The Leadership Team will meet each time the benchmark assessment is given to determine if there is a need to change the action plan or continue on course.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	51.63

Provide the number of classroom teachers.

52.04

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2932626.0

Total   2,932,626.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	95912.0

Total   95,912.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	72740.0

Total   72,740.00

Counselor

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

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	93901.0

Total   93,901.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	63816.0

Total   63,816.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0.00

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	16839.0

Total   16,839.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5052.0

Total   5,052.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	30089.0

Total   30,089.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	5396.0

Total   5,396.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	321283.93

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: 189,798.50

Instructional Purchased Services: $13,200.00

Instructional Supplies: $55,750.60

Instructional Classroom Equip.: $17,000.00

Other Student Supp-Parental Involvement: $4003.33

Professional Development: $35031.50

Equipment Services Other Purchased Services: 6500.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

services provided-funds not allocated directly to schools

Title III

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

Provide a brief explanation and a breakdown of expenses.

services provided-funds not allocated directly to schools

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	150000.0

Provide a brief explanation and a breakdown of expenses.

After School Care Programs

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	27915.33

Provide a brief explanation and breakdown of expenses.

Local funds cover the necessary expenses that are incurred from the daily operations of the school.

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

The Annual Title I Meeting was held on September 13, 2018 at 5:00pm. The meeting was advertised via flyer sent home, the school website, school messenger and the school marquees.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

The following opportunities will be scheduled at various times throughout the year for parents to attend:
*Scheduled PTO Meetings-evenings
*Two regularly scheduled parent/teacher meetings a year with additional meetings as needed-morning/evenings
*Parent workshops-mornings
*Helping Hands-Volunteers-mornings
*Leader In Me Show Case Days-mornings
*Family Nights-evenings
*Leader In Me Parent training-evening
*Veterans Day Assembly-morning
A parent committee was created via a sign up sheet at the PTO meeting. These parents participated in the Parent School Compact and the Parental Involvement Plan. Parents will also be included in the review of a draft copy of the 2018-19 ACIP and will have an opportunity to add their input. Once the plan has been submitted and placed on the school website, parents have the opportunity to email or call regarding any concerns they have about any part of the plan. As the plan is reviewed by the CIP team, any changes will be posted. Parent involvement funds will be used to purchase needed supplies for parental workshops that focus on reading and math instruction.

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

The school provides information to parent through the following formats
*Progress Reports
*Report Cards
*Inow Parent Portal
*Teacher email

*Class Do Jo (teacher choice)

*Parent/Teacher conferences

*Translation of progress into

other languages

*Translator for non-English speaking parents

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

A parent and staff committee was developed to write the School-Parent Compact. It was distributed to each student to take home, review with their parents, sign and return to school. The compact was explained to parents at the Annual Title I Parent meeting to clarify any questions that they may have about working in partnership with the school in ensuring that their child is successful . Each teacher was given the responsibility to explain the compact to their students and obtain the students' signatures. The teachers signed the compact and will house them in their classrooms for use during parent conferences and/or student conferences. The School-Parent Compact will be evaluated by a representation of all stakeholders annually.

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

Parents can view the ACIP online or read a hard copy in the school office. If parents have a concern or comment of dissatisfaction, with the ACIP they are welcomed to set up an appointment , email or call the administration to discuss the concern.

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

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

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

Bay Minette Elementary School will work diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Parents can contact their child's teacher for additional instructional strategies, tools and resources in various academic areas. Two parent workshops will be held this year. Last year, one was conducted during the later part of the year to give parents ideas on ways to keep their child engaged in using their reading and math skills. This year we will add a workshop to support parents by sharing with them their child's fall assessment results and how their child is being served at school.

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

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

Shall 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)

Bay Minette Elementary School will continue to work with our parents to ensure they feel welcomed at our school and know they are our partners. Teachers make contact with parents during the first few weeks of school to express the teacher's excitement about working with their child and encourage the parents to contact them if they ever have any questions or concerns. We also have an active Parent Teacher Organization that reaches out to other parents to help with various school activities. Teachers invite parents to attend and help with class activities and projects. Our Helping Hands parent volunteers have grown this year and they are involved in assisting with bulletin boards, copies, field trips, or other teacher requests.

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

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

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

Bay Minette Elementary School will continue to work with parents to create a relationship of collaboration for the good of their child's education. The Title I Parent meeting was held on September 13th @ 5:30 in the evening. Family nights involve parents in their child's leadership roles, extracurricular activities, and academics. Family nights are held quarterly. The after school childcare program partners with scheduled family nights to provide snacks or dinner for students and their families who attend the after-school program and for other families in the school who want to participate in the snacks or meal.
of parental involvement and the parents are our partners.

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

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

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

Bay Minette Elementary School coordinates its parent involvement program for all parents. Bay Minette Elementary School has an ELL teacher available for assisting parents of ELL students with school information shared through email, school messenger, school website, Remind 101, Class DoJo, Chamber of Commerce and City of Bay Minette.

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

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

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

Some parents requested reading and math tutoring for their children last year. Over the summer we initiated a math and tutoring program four hours a week. The students served were first grade to fifth grade students.
A parent who works with an engineering company requested permission to work with classes doing STEM projects. She uses the science lab and uses some school resources and those of her own to do projects with students at least once a month.
Parents are always invited to PTO meetings. Grandparents are invited to have lunch with their grandchildren. Parents are invited to attend field trips, field day, and other school activities as they are planned throughout the year.

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

Our ESL teacher works closely with administrators, our counselor and classroom teachers and parents to assist with translation. Bay Minette Elementary School is a handicapped-accessible building. For parents who are home bound, special accommodation will continue to be made to communicate with them by phone and through home visits when needed.