



## **ACIP**

**Brownwood Elementary School**

**Scottsboro City Board of Education**

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Brownwood Elementary School is located on the eastern side of the city of Scottsboro. Brownwood has 322 students enrolled and employs 26 highly qualified teachers, 9 members of support staff, and one full time principal. Brownwood's student population is 67% low socio-economic, the second highest in the district. Brownwood Elementary does not have a high teacher turnover rate. Within the last three years, Brownwood has gained a new principal and three new classroom teachers due to retirements. Minority groups at Brownwood are less than 5%.

Over the last two years, Brownwood has undergone extensive construction in updating our facility. This included new flooring tiles for much of the school, new ceiling tiles and lighting for the entire school, and central heat/air units throughout the building. In addition, all old windows were removed and replaced with energy efficient windows. One classroom containing a restroom was remodeled and updated to meet the requirements of the Pre-K program and encompass the developmental needs of the students.

This year, Brownwood has partnered with IMPACT learning center to house a Pre-K program within the building. Pre-K Partners is funded through a federal grant with IMPACT learning center and enrolls 18 preschool age children from various backgrounds.

Brownwood has a history of excellent parental involvement, which includes volunteers, PTO members, mentors, and community partners. The community is located near and continuously supported from TVA (Tennessee Valley Authority) along with other industries within the county. Scottsboro City Schools, along with Jackson County Schools, has an award winning technical program that encourages and trains our students for careers.

## **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.**

The purpose of Scottsboro City Schools is to maximize the learning of all students. The mission statement of Brownwood Elementary is "Together we shape the future of our community by inspiring all learners to reach success in a secure and caring environment."

Brownwood Elementary is a "Leader in Me" school working towards Lighthouse School certification through Franklin Covey. The faculty, staff, and students follow the 7 Habits of Highly Effective People. This model allows the school to put the leadership in the students' hands and truly makes them stakeholders within the school.



## **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.**

A few years ago Brownwood conducted a book study on *The Leader in Me* by Stephen Covey. Within the last few years, Brownwood faculty and staff have been trained and certified in the 7 Habits of Highly Effective People and have reached Leader in Me school certification. Brownwood was presented with the title of Leader in Me school and a banner to display within the building. Our faculty and staff are continuing to work forward to make the changes within the school and curriculum to reach our goal of Lighthouse School certification.

With this new philosophy, many changes have taken place within the school. Some of these changes include putting students in leadership positions, changing the aesthetics of the building to be more child centered and age appropriate, taking our mission out into the community with public speaking events, and hosting community events within our school.

In working towards our goal and continuing our mission, Brownwood hosts Parental Involvement events twice a year to educate and include parents in the leadership process. Brownwood students take ownership of their education and show their leadership skills by conducting student-led conferences with their parents twice a year to show their progress towards their goals and academic achievement. Brownwood hosts Leadership Day once a year that is student centered, student planned, and student led that invites community partners and stakeholders to visit the school and learn more about how we use the 7 Habits of Highly Effective People. Once weekly, throughout the school year, students participate in 7 Habits pep rallies that are led by students and rotated by grade levels to motivate and inspire everyone to do their best.

In addition, the faculty and staff of Brownwood have completed all necessary trainings to meet the requirements of Lighthouse School certification as set forth by Franklin Covey. These trainings included Empowerment Day, Coaching Certification, and the Leader in Me Symposium.

To encourage leadership and involvement, Brownwood Elementary hosts an after school program which provides opportunities for tutoring, enrichment activities, and physical activities. In addition, students in fourth grade are offered a variety of clubs and organizations to participate in including 4-H, Art, and Young Astronauts. In maintaining our goal and mission, Brownwood is working to create a plan to provide these and other age appropriate extra curricular activities to all age groups including Pre-K.

## **Additional Information**

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

Brownwood Elementary continues to value our partnerships with the community and stakeholders. Brownwood faculty prides itself on ensuring all teachers maintain highly qualified teaching status. Brownwood faculty and staff collaborates to find new or improved procedures that focus on the best interest of the student. Some procedures that are in place to accomdate this belief include new student orientation for Kindergarten students, accomodated schedules for the first week of school for Kindergarten students, orientation and school tour for fourth grade students transitioning to middle school, parent orientation and education sessions for Pre-K parents. Brownwood continues to maintain partnerships with the community by hosting events such as American Heritage Day in the Fall of each year and Family Reading night during the Spring of each year. In addition, each grade level presents a play/musical monthly throughout the school year. Many members of the Brownwood faculty are involved in community clubs and organizations. These clubs collaborate together to create the Educational Foundation. The Foundation works to provide opportunities for all students within Scottsboro City Schools such as violin lessons for 3rd graders, trips to Huntsville Symphony for 4th graders, community plays and ballets for 1st and 2nd grade and age appropriate enrichment activities/trips for Kindergarten students.

# **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.**

The Leadership Team met on September 24, 2013 to review and develop the Continuous Improvement Plan for the 2013-2014 school year. The team reviewed data from the 2012-2013 school year including teacher evaluations, school incident reports, Title I surveys, and standardized assessment information from the ARMT, DIBELS, and Global Scholar. When the draft was completed the faculty reviewed it and had an opportunity to suggest modifications as needed. The Continuous Improvement Plan for 2013-2014 school year was published and shared with the district school board. Requested modifications were examined and decisions were made by the Leadership Team. The finalized Continuous Improvement Plan was sent to the district school board for approval and signatures.

Members of the Leadership Team include the principal, one representative from each grade level and resource, one parent, as well as, the Community Education Coordinator. Meetings are held every second and fourth Thursday of the month throughout the school year. Information about each meeting is kept in a Leadership Team Notebook and is accessible to anyone within the school building.

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

All stakeholder groups are represented within the school. The Student Leadership Team met with the principal to discuss their agenda for the 2013-2014 school year. Community leaders and businesses met with both the principal and the various committee chairpersons about planning for improvement within the school. Each student within the school was surveyed for decisions concerning cosmetic changes in each hallway. Data was compiled and presented to the beautification committee. PTO officers plan regularly with administration about upcoming events and school improvement.

During the annual Title I parent meeting, faculty members were able to provide feedback to parents and community members on the financial and academic support needed. At the beginning of the school year, parents, students, and teachers sign the School-Parent Compact. Copies of these compacts are available to parents at anytime throughout the school year.

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

Brownwood makes every effort to communicate effectively with all stakeholders. All stakeholders will be notified in various ways that the plan is available for review as well as ways in which they may access it and give input.

The CIP is a working document and will be revisited several times throughout the year by the CIP leadership team as well as the district administration. As changes are amended, the document will be republished.

# **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		Brownwood Staff Survey Results 2014-2015 Brownwood Parent Survey 2014-2015 Brownwood 3-5 Data 2014-2015 Brownwood Student K-2 Survey Results 2014-2015 Stakeholder Feedback Worksheet 2014-2015



## 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?**

According to stakeholder survey data, the areas indicating the highest level of satisfaction or approval at Brownwood Elementary are Section 1: Purpose and Direction and Section 3 Teaching and Assessing for Learning.

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

According to the stakeholder survey data, the area in need of satisfaction at Brownwood Elementary is Section 2: Governance and Leadership.

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

This is first school year that Brownwood Elementary has conducted a stakeholder survey in this manner; therefore, findings are not able to be compared to other sources. However, the closest comparison to be made is with the 2014 Title I Parent Survey. In that survey, the area in need of improvement is being aware of how to be involved in school wide planning committees. This survey reported that 72% of parents at Brownwood Elementary knew how to be more involved with planning and committees and 36% were not aware of how to be involved in that area.

## **Areas in Need of Improvement**

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

The area that indicates the lowest level of satisfaction or approval according to the stakeholder survey results is Section 2 Governance and Leadership.

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

According to the survey results, stakeholders would like to know how to more involved in committees and school wide planning.

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

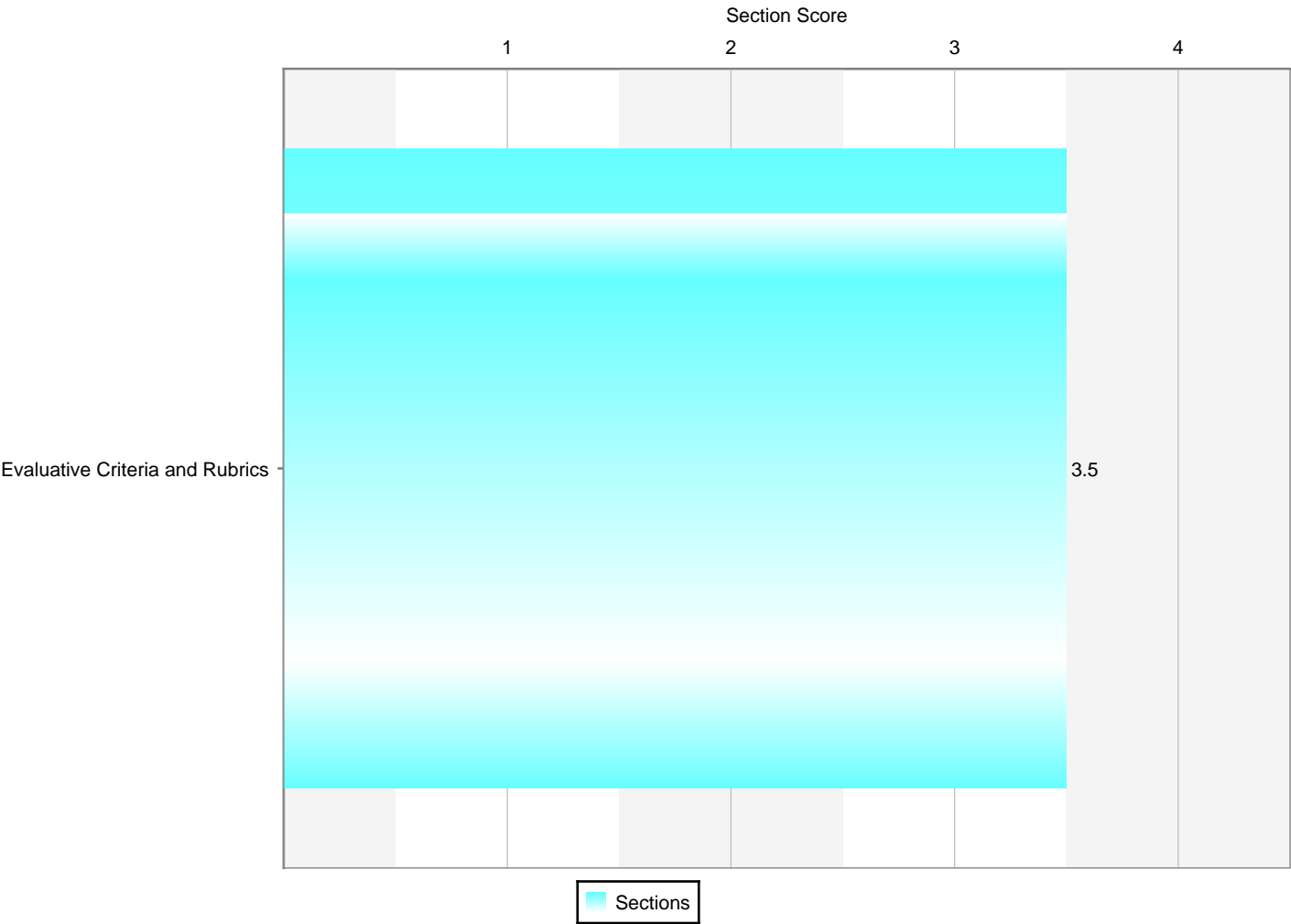
Brownwood Elementary is located in a low socio-economic area of Jackson County and most stakeholders work full-time. Therefore, many parents are not able to participate in planning meetings, committee meetings, and PTO during the daytime hours.

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

This is first year that a stakeholder survey of this nature has been conducted so comparisons cannot be effectively made to show trends at this time.

Report Summary

Scores By Section



# **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		Global Scholar 2013-2014 Grade 3 2014-2015 Grade 4 2014- 2015 Subject by Demographics Grade 3 Subject by Demographics Grade 4 Subject by Grade Level

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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



## Areas of Notable Achievement

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

The highest level of student achievement are in English for Grades 3 and 4.

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

The areas that show a positive trend in performance are Math and Reading according to ACT Aspire data.

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

The area with the highest overall performance is English

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

The female subgroup showed an increasing trend in performance in all subject areas.

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

The achievement gap is closing between the Hispanic and Non Categorized subgroups in Math and Reading.

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

The reported findings are consistent with findings from Global Scholar Performance Series Assessment.

## **Areas in Need of Improvement**

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

The subject area that indicates the lowest level of performance is Writing.

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

The standard in Writing showing a negative trend in performance is choosing words and phrases to convey ideas precisely.

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

The subject area with the lowest performance reported was Writing.

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

The male subgroup is showing a decreasing trend in Reading.

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

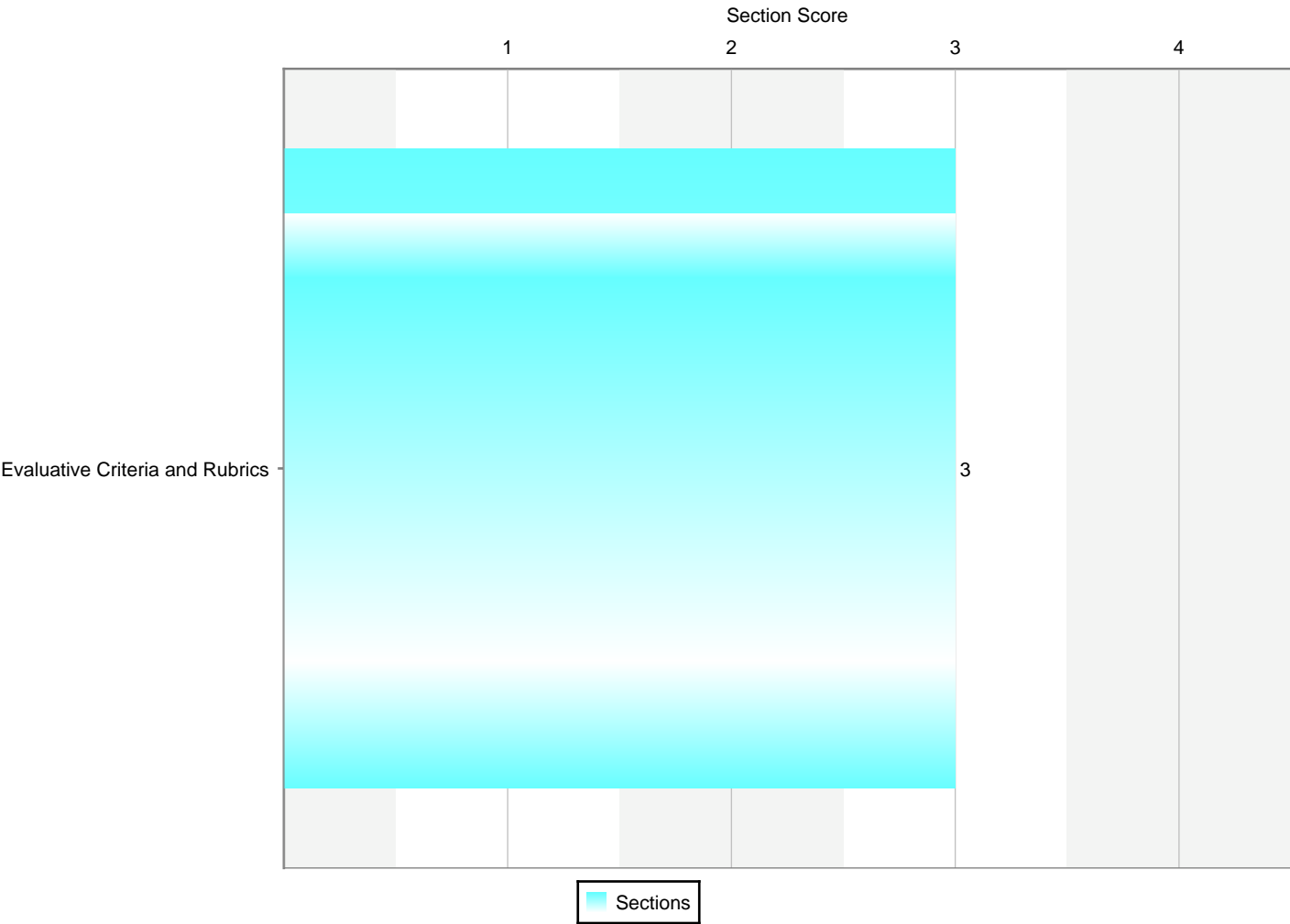
The subgroups of students showing the greatest achievement gap is Hispanic and White in the subject of English.

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

The findings are consistent with Global Scholar Performance Series Achievement Assessment.

Report Summary

Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Brownwood Elementary School has a leadership team that consists of one teacher from each grade level, one special teacher, the principal, the counselor, the community education coordinator, and a parent representative.	

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	<p>Scottsboro City Schools had a non-discrimination policy that is included in the student and staff handbooks each year. In addition, the policy is posted on both the school district website and Brownwood website.</p> <p>No person shall be denied employment, re-employment, advancement, or evaluated, nor shall be subjected to discrimination in any program or activity, on the basis of sex, age, marital status, religion, belief, national origin, ethnic group, or disability.</p>	

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	Dr. Judy Berry, superintendent of Scottsboro City Schools is designated for the district. Mr. Gary Speers, principal of Brownwood Elementary is designated for the local school site.	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		District Parental Involvement Plan

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		School-Parent Compact 2013-2014

## **Plan for ACIP**



# Overview

**Plan Name**

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	Students at Brownwood Elementary School will become more proficient in Mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	Students at Brownwood Elementary will become more proficient in Reading	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

## Goal 1: Students at Brownwood Elementary School will become more proficient in Mathematics.

### Measurable Objective 1:

45% of Fourth grade students will demonstrate a proficiency in number operations and data analysis in Mathematics by 05/01/2015 as measured by ACT Aspire.

### Strategy 1:

Data Driven Assessment - Students in fourth grade will take the Mathematics portion of Global Scholar Performance Assessment three times a year.

Student data will be disaggregated and results will be used to develop lesson planning of RTI instruction in Mathematics.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student data will be disaggregated and areas of weakness will be supported through Compass Learning.	Academic Support Program	08/01/2014	05/01/2015	\$0	No Funding Required	All school personnel

Activity - Tier II Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide RTI through Tier II instruction.	Direct Instruction	08/22/2014	05/01/2015	\$0	No Funding Required	Classroom teachers Support personnel

## Goal 2: Students at Brownwood Elementary will become more proficient in Reading

### Measurable Objective 1:

40% of Third and Fourth grade students will demonstrate a proficiency in comprehending informational text in Reading by 05/01/2015 as measured by ACT Aspire.

### Strategy 1:

Global Scholar - Students will take the Reading portion of Global Scholar Performance Series Assessment three times a year.

Results will be analyzed in data meetings and used to drive instruction.

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Brownwood Elementary School

Students will work within the Reading section of Compass Learning to receive individualized intervention instruction.	Direct Instruction	08/13/2014	05/01/2015	\$0	No Funding Required	Classroom Teachers Resource Teachers Support Staff
Activity - Tier II Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive RTI instruction through Tier II intervention.	Direct Instruction	08/13/2014	05/01/2015	\$0	No Funding Required	Classroom Teachers Resource Teachers Support Staff

## 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
Compass Learning	Student data will be disaggregated and areas of weakness will be supported through Compass Learning.	Academic Support Program	08/01/2014	05/01/2015	\$0	All school personnel
Tier II Instruction	Students will receive RTI instruction through Tier II intervention.	Direct Instruction	08/13/2014	05/01/2015	\$0	Classroom Teachers Resource Teachers Support Staff
Tier II Instruction	Teachers will provide RTI through Tier II instruction.	Direct Instruction	08/22/2014	05/01/2015	\$0	Classroom teachers Support personnel
Compass Learning	Students will work within the Reading section of Compass Learning to receive individualized intervention instruction.	Direct Instruction	08/13/2014	05/01/2015	\$0	Classroom Teachers Resource Teachers Support Staff
<b>Total</b>					<b>\$0</b>	

# **Strategies to Increase Parental Involvement**

## **Introduction**

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

## Strategies to Increase Parental Involvement

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

Brownwood Elementary holds an annual meetings each school in the first semester. The meeting is held at two different times of day to accomodate more parent attendance. The purpose of this meeting is to inform parents of the school's participation in the Title I requirements of the law, the parents' right to be involved as well as the purpose of the one percent set-aside funds. When needed, an interpreter is provided to communicate with parents. In addition, documents in other languages are provided to the parents. In addition, Brownwood hosts a PTO night each month (one for each grade level) and the resources are also available during these nights to accomodate and include everyone.

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

Title I information meetings are held at two different times during the day, morning and evening, to accomodate more parents. In addition, if a parent is unable to attend the meeting but would like to know more about the requirements and their rights, a meeting will be scheduled at their convenience to go over that information.

Brownwood Elementary encourages all parents to be involved in the school process and decision making. We pride ourselves on our open-door policy allowing parents to come and volunteer and be on committees and involved in all school events.

In addition, each grade level presents a play monthly that draws a large number of parents to the school where they are encouraged to volunteer to help and made aware of ways they can participate.

Funding for parental involvement activities are used for the two annual school-wide family events.

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

Brownwood Elementary will hold two annual parental involvement family events, Fall and Spring. During these events, parents will be informed of the school's participation in the Title I requirements of the law, ther parents' right to be involved as well as the purpose of the one percent set-aside funds. Brownwood believes in involving parents in all aspects of the school program. One example would be our Heritage Day event that takes place in the Fall. We encourage all stakeholders (parents and community members) to participate. This event is a partnership between community members, parents, teachers, administration, and business leaders to teach our students about history and they way things have changed over the years while interacting with leaders. In addition, all parents are encouraged and invited to participate in student-led conferences two times a year and parent-teacher conferences as needed.



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

Scottsboro City Schools' School-Parent Compact was developed and include all requirements of NCLB. Brownwood Elementary adapted the compact to include components of the Leader in Me curriculum and the needs of our school. The Leadership team, teachers, parent representatives and student leaders worked together to make the changes and additions needed. Brownwood uses the compact as a working contract between the parents, students, teachers, and administration.

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

Parents are notified in various ways that the Continuous Improvement Plan is available to review and their rights to give input regarding the revision of the plan. During Brownwood's annual Title I information meeting, parents will be informed of how to access a copy of the plan and submit concerns or suggestions for revisions to the Leadership Team.

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

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

**Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Brownwood Elementary School will hold two parent involvement events a year as well as a Title I information meeting to cover much of this. Informative meetings will be held at two different times daily to accomodate more parents. During those meetings, parents will receive an overview of state academic core standards, achievement standards, and assessments used. In addition, an explanation will be given regarding Title I, what services are offered, and parent rights. Brownwood Elementary also hosts an open house shortly after the school year begins to give parents a chance to meet their child's teacher, discuss concerns for their child, and learn more about classroom assessments and how they can help their child be more successful. Twice yearly, students invite their parents to attend a "student-led" conference where they show their parents their progress toward their academic goals. Each event is themed to match the CIP goals of our school. The informative meetings as well as our community "family" events help us inform parents of what our school's goals are and ways they can help accomplish these goals.

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

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

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

Brownwood Elementary's Leadership Team works diligently to ensure all parent materials and training is closely aligned with our school's identified goals and weaknesses. Brownwood Elementary has a parent information center that houses materials (both in English and Spanish) for parents to read to learn how to help their child be more successful. In addition, our faculty and staff pride ourselves on being available to parents to maintain an open-door policy. Brownwood also employs a full time Reading Coach that is available to attend parent conferences to discuss students that have concerns and give ideas, suggestions, and materials for extra help at home.

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

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

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

Brownwood Elementary will continue to work with teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that the parents are our partners. In an effort to try to keep parents more informed, Brownwood has put many extra measures into place including keeping the school website up to date, school cast messages sent to parents on upcoming events and dates, as well as REMIND 101 which provides a text message or email (chosen by the parent) of upcoming events or important information. Brownwood faculty and staff knows that we must maintain a close connection with the parents of our students.

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

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

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

Our school system has a 21st Century Council Community Learning Center, which often provides a focus on parental involvement activities. Our school personnel is in regular contact with the 21st Century staff to maximize the learning benefit of all offered activities. Scottsboro City Schools also employs a Parental Involvement/Community Education Specialist that ensures our continuous commitment to maintain and encourage our partnership with stakeholders.

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

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

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

Information is provided in an appropriate format on all school meetings, parent notices, etc.

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

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

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

Brownwood Elementary makes every effort to work with parents and encourage the partnership between home and school in the best interest of the child. Parents are regularly invited to attend events at school or to have lunch with their child and visit the classroom and library. In addition, faculty strives to meet all requests of parents to accommodate their involvement in their child's education.

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

Upon enrollment, parents are given a home language survey. If needed, all materials can be sent home in the desired language. Every effort is made to accommodate parents with disabilities. Brownwood is a handicapped accessible building. When needed, special accommodations have been made to communicate with parents through home visits or by phone.

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

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

The comprehensive needs assessments was conducted through data analyzation and surveys.

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

The results showed that students at Brownwood Elementary have a weakness in the areas of Writing, Math (analyzing data in graphs), and Reading (interpreting non fictional text).

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

The faculty and staff of Brownwood Elementary reviewed the data from ACT Aspire, Global Scholar, and DIBELS and agreed that as a team, we must focus on all weak areas identified throughout the curriculum.

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

The areas of weakness identified for our students were minimally off from the national average. Data showed that female students were achieving higher levels in these areas over male students. The Leadership Team developed our school wide goals and programs throughout the school to help meet the identified weak areas by creating graphed information in the hallway on books read and laps jogged. Teachers are making every effort include more non-fictional text into the curriculum.

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

Brownwood Elementary understand that we must work together towards the success of all of our students. The school goals are created based on the needs of the school, our students, and data. Priority is given to the needs that are identified as the weakest areas, while all areas are addressed.

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

Data from each assessment is compared to classroom assessments as well as other assessment sources such as Global Scholar, Compass Learning, DIBELS, STAR Reading, and teacher observation to establish a trend or identify a weakness.

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

Brownwood Elementary creates school-wide goals. In addition, classrooms develop goals relevant to their class, and students develop individual goals unique to their needs.

## Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

#### Goal 1:

Students at Brownwood Elementary School will become more proficient in Mathematics.

#### Measurable Objective 1:

45% of All Students will demonstrate a proficiency in number operations and data analysis in Mathematics by 05/01/2015 as measured by ACT Aspire.

#### Strategy1:

Data Driven Assessment - Students in fourth grade will take the Mathematics portion of Global Scholar Performance Assessment three times a year.

Student data will be disaggregated and results will be used to develop lesson planning of RTI instruction in Mathematics.

Research Cited:

Activity - Tier II Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide RTI through Tier II instruction.	Direct Instruction			08/22/2014	05/01/2015	\$0 - No Funding Required	Classroom teachers Support personnel

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and areas of weakness will be supported through Compass Learning.	Academic Support Program			08/01/2014	05/01/2015	\$0 - No Funding Required	All school personnel

#### Goal 2:

Students at Brownwood Elementary will be more proficient in Reading.

#### Measurable Objective 1:

40% of All Students will demonstrate a proficiency in comprehending informational text in Reading by 05/01/2015 as measured by ACT Aspire.



**Strategy1:**

Global Scholar - Students will take the Reading portion of the Global Scholar Performance Series Assessment three times a year.

Results will be analyzed in data meetings and used in planning and scheduling of Tier II instruction.

Research Cited:

Activity - Tier II Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive RTI instruction through Tier II intervention	Direct Instruction			08/13/2014	05/01/2015	\$0 - No Funding Required	Classroom Teachers Resource Teachers Support Staff

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work within the Reading section of Compass Learning for individualized intervention instruction.	Direct Instruction			08/13/2014	05/01/2015	\$0 - No Funding Required	Classroom Teachers Support Staff Title I Teachers

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

**Goal 1:**

Students at Brownwood Elementary School will become more proficient in Mathematics.

**Measurable Objective 1:**

45% of All Students will demonstrate a proficiency in number operations and data analysis in Mathematics by 05/01/2015 as measured by ACT Aspire.

**Strategy1:**

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Activity - Tier II Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive RTI instruction through Tier II intervention	Direct Instruction			08/13/2014	05/01/2015	\$0 - No Funding Required	Classroom Teachers Resource Teachers Support Staff

**3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.****Goal 1:**

Students at Brownwood Elementary School will become more proficient in Mathematics.

**Measurable Objective 1:**

45% of All Students will demonstrate a proficiency in number operations and data analysis in Mathematics by 05/01/2015 as measured by ACT Aspire.

**Strategy1:**

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Students will work within the Reading section of Compass Learning for individualized intervention instruction.	Direct Instruction			08/13/2014	05/01/2015	\$0 - No Funding Required	Classroom Teachers Support Staff Title I Teachers

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

##### Goal 1:

Students at Brownwood Elementary School will become more proficient in Mathematics.

##### Measurable Objective 1:

45% of All Students will demonstrate a proficiency in number operations and data analysis in Mathematics by 05/01/2015 as measured by ACT Aspire.

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Students will receive RTI instruction through Tier II intervention	Direct Instruction			08/13/2014	05/01/2015	\$0 - No Funding Required	Classroom Teachers Resource Teachers Support Staff

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

**Goal 1:**

Students at Brownwood Elementary School will become more proficient in Mathematics.

**Measurable Objective 1:**

45% of All Students will demonstrate a proficiency in number operations and data analysis in Mathematics by 05/01/2015 as measured by ACT Aspire.

**Strategy1:**

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Research Cited:

**ACIP**

Brownwood Elementary School

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student data will be disaggregated and areas of weakness will be supported through Compass Learning.	Academic Support Program			08/01/2014	05/01/2015	\$0 - No Funding Required	All school personnel

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Teachers will provide RTI through Tier II instruction.	Direct Instruction			08/22/2014	05/01/2015	\$0 - No Funding Required	Classroom teachers Support personnel

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Activity - Tier II Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive RTI instruction through Tier II intervention	Direct Instruction			08/13/2014	05/01/2015	\$0 - No Funding Required	Classroom Teachers Resource Teachers Support Staff

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

Students at Brownwood Elementary School will become more proficient in Mathematics.

**Measurable Objective 1:**

45% of All Students will demonstrate a proficiency in number operations and data analysis in Mathematics by 05/01/2015 as measured by ACT Aspire.

**Strategy1:**

Data Driven Assessment - Students in fourth grade will take the Mathematics portion of Global Scholar Performance Assessment three times a year.

Student data will be disaggregated and results will be used to develop lesson planning of RTI instruction in Mathematics.

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Activity - Tier II Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive RTI instruction through Tier II intervention.	Direct Instruction			08/13/2014	05/01/2015	\$0 - No Funding Required	Classroom Teachers Resource Teachers Support Staff

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

**Goal 1:**

Students at Brownwood Elementary School will become more proficient in Mathematics.

**Measurable Objective 1:**

45% of All Students will demonstrate a proficiency in number operations and data analysis in Mathematics by 05/01/2015 as measured by ACT Aspire.

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Students will receive RTI instruction through Tier II intervention.	Direct Instruction			08/13/2014	05/01/2015	\$0 - No Funding Required	Classroom Teachers Resource Teachers Support Staff

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All faculty and staff members are Highly Qualified at Brownwood Elementary.	

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

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

It is the policy of Scottsboro City Schools that all employees must meet Highly Qualified requirements to be considered for employment.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Brownwood Elementary School does not have a high turnover rate. Teaching positions are highly sought after and rarely available.

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

Most of the faculty at Brownwood has 7 years or more experience.

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

Scottsboro City Schools has recently adopted the Leader in Me strategies. Brownwood Elementary began that initiative in the school system and is currently working towards Lighthouse School certification.

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

Scottsboro City Schools attracts many returning students as employees because of the small, close community.

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

Brownwood Elementary does not have a high turnover rate. Only one teacher in our building has been employed at Brownwood for less than 5 years.

## Component 5: High Quality and Ongoing Professional Development

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

All professional development activities are of high quality. Brownwood faculty spends a great deal of professional time on Leader in Me trainings.

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

Professional Development funds have dwindled in the past three years and currently only carryover funds are available for paid professional development activities.

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

New teachers to Scottsboro City Schools attend a new teacher orientation conducted by the district to inform and welcome employees of our district. When placed at the individual school, Brownwood grade levels work closely together and mentor anyone needed. In addition, the Leadership Team is responsible for keeping everyone up to date on training and mentoring.

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

Professional Development is based on needs identified and scheduled through a partnership between the Leadership Team and administration.

## **Component 6: Transition Strategies**

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

Pre-registration for Kindergarten is held in April for incoming students. Kindergarten students are transitioned in at the beginning of each school year by dividing the classes for the first week of school to provide more one-on-one instruction and overview. Fourth grade students transitioning to the middle school are provided with a school overview, a school tour, and orientation by the middle school principal before the end of fourth grade.

## **Component 7: Teacher Participation in Making Assessment Decisions**

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

Teachers at Brownwood collaborate through data, grade level, and faculty meetings.

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

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

Student individualized test scores, grades from previous years, and services received are classified on a student information card. Students that are having trouble mastering the standards or working on grade level are identified and interventions are created through the PST (Problem Solving Team).

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

Interventions and assistance is provided immediately based on the identification of difficulty.

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

Teachers are committed to differentiated instruction within the classroom to address the needs of all students and accomodate various learning styles.

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

Brownwood Elementary offers an Extended Day Program which provides opportunities for students to receive academic help, enrichment activities, and physical activities.

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

All students at Brownwood Elementary, including those identified as migrant, limited English proficient, homeless, economically disadvantaged, and neglected/delinquent have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education Services, and At Risk and counseling services. Brownwood also uses the Department of Human Resources, Department of Mental Health, and various community resources to provide students with necessary school supplies, clothing, food, and shelter.

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

N/A



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

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

All programs integrated are research based and designed to meet the identified needs of the school.

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

All local, federal, and State programs are coordinated through the District level and designed to meet the needs of our community and students.

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

Brownwood hosts a Head Start program that is a grant written by the 21st Century Council.

## Component 10: Evaluation

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

Evaluation of the programs are conducted through data analysis at the District level.

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

Evaluations are conducted through the District level.

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

Data from multiple state required assessments are conducted and analyzed to determine the needs and progression of our students towards achievement of mastery.

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

The CIP plan is a working document that is revised as needed as weaknesses are identified throughout the school.

# **Coordination of Resources-Comprehensive Budget**

## **Introduction**

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

**I. State Foundation Funds: FTEs Earned**

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>1.</b>	Provide the number of Teacher assigned units.	22.21

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>2.</b>	Provide the number of Administrator assigned units.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>3.</b>	Provide the number of Assistant Principal assigned units.	0.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>4.</b>	Provide the number of Counselor assigned units.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>5.</b>	Provide the number of Librarian assigned units.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>6.</b>	Provide the number of Career and Technical Education Administrator assigned units.	0.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>7.</b>	Provide the number of Career and Technical Education Counselor assigned units.	0.0

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**I. State Foundation Funds: Units Placed**

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>1.</b>	Provide the number of classroom teachers.	22.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>2.</b>	Provide the number of Administrators.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>3.</b>	Provide the number of Assistant Principals.	0.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>4.</b>	Provide the number of Counselors.	0.5

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>5.</b>	Provide the number of Librarians.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>6.</b>	Provide the number of Career and Technical Education Administrators.	0.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>7.</b>	Provide the number of Career and Technical Education Counselors.	0.0

## I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1211986.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	41683.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	37604.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	50467.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	0.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total1,341,740.00



## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Title I Salaries \$152,188.38

Parental Involvement \$ 1,248.27

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	153436.55

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

### Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Professional Development Funds are not yet approved

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

### Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

**Title IV: For Safe and Drug-free Schools**

Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
10.	Title IV: For Safe and Drug-free Schools Provide the total.	0.0

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

Provide a brief explanation and a breakdown of expenses.

0

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

**Career and Technical Education-Perkins IV: Tech Prep (Title II)**

Provide a brief explanation and a breakdown of expenses.

0

**ACIP**

Brownwood Elementary School

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant****Provide a brief explanation and a breakdown of expenses.**

0

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

SPED Instruction Assistant Salary and Benefits 5,838.00  
Counselor Salary and Benefits 12,535.00  
SLP Salary and Benefits 33031.00

Label	Question	Value
2.	Local Funds Provide the total.	171880.0