ACIP

Leeds Middle School

Leeds City School System

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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?

Leeds Middle School is nestled in a residential section of Leeds about twelve miles outside of Birmingham and near Interstate 20. The student body consists of students in grades five through eight. This nontraditional grade configuration emerged from overcrowding at Leeds Elementary School. Thus, in August of 2011, the fifth grade was moved to Leeds Middle School. Leeds Middle School currently has approximately 532 students in grades five through eight.

Historically, in June of 2003, the Leeds Board of Education and the Leeds City Schools were formed as a separate entity from the Jefferson County School System. The system encompasses three schools: an elementary school, a middle school, and a high school.

Leeds Middle School is an AMSTI school in mathematics and science with teachers trained at all grade levels. In addition, due to the growth rate, an additional language arts teacher per grade level is being hired each year to absorb this growth and enhance the instruction of reading and writing at each grade level. Finally, this year our school has hired a part time academic interventionist to serve students who are multiple grade levels behind in reading and writing and mathematics proficiency. Moreover, the academic interventionist also serves those students who have been referred by the Response to Instruction team.

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.

Leeds City Schools Mission Statement

The mission of Leeds City Schools is to develop confident, productive young people and enable them to become lifelong learners. We will accomplish this through a dedicated professional staff committed to continued learning. A relevant curriculum will be taught based on thinking and reasoning skills. This will take place in a positive environment recognizing the individual differences in children.

Leeds City Schools Vision Statement

Promoting Achievement, Respect, and Success

Leeds City Schools Beliefs

We believe that:

- Educating students is our highest priority.

- Respect for each individual is fundamental to teaching and learning.

- High standards and expectations shall be maintained through a system of accountability
 for all students, staff, and schools.

- All students can learn in different ways, at different rates, with preferential learning styles.

- Education/learning is a shared responsibility and should take place in the home, at school,
  and in the community.

- A safe and secure environment is essential for a productive and enriched life.

- All students shall have the opportunity to participate in courses and activities which enrich
 and enhance the whole child.

- Quality education requires quality staff, programs, facilities, equipment, and technology.

Leeds Middle School seeks to provide an education for each student that will allow him/her to reach their full potential. Our school provides a common foundation for each student in language arts, mathematics, science, and social studies. In addition, students are able to explore a variety of interests in band, drama, family and consumer science, career technology, art, and physical education. In addition, extracurricular activities, as well as clubs and other organizations, are also open to student participation.

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.

***Notable Achievements and Areas of Improvement at LMS

1) AMSTI professional development for all science and math teachers'.

2) The beginning of job embedded professional development at the school with Promethean Boards.

3) Math teachers beginning a professional development relationship with the Greater Birmingham Math Partnership.

4) The home-school connection with parents is increasing through an electronic Weekly Update from core team teachers to parents
  on all grade levels.

5) The integration of new instructional technologies using Promethean Boards and iPads.

6) A greater variety of elective classes with the addition of Career Technology and Family and Consumer Sciences, which
  emphasizes College and Career Readiness Standards.

7) The school has upgraded its wireless internet access throughout the school and on each iPad cart.

8) The addition of a coed Archery Team that is competition oriented and exists with other extracurricular opportunities for students.

9) A special education department that supports and promotes Special Olympics for special needs students.

10) The addition of a second counselor to provide additional individual, small group, and whole group counseling activities.

***Future Areas of Improvement at LMS

1) The addition of another Business and Industry Certified course - Career Technology.

2) The addition of more teacher/student technology with Promethean Boards.

3) The possible addition of a 1:1 student initiative in our school and/or school system.

Additional Information

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

Due to the last few years of growth within our school system, our hope is to build a new primary school for the school district which will encompass grades pre-K through two, and the current elementary school would be reconfigured to encompass grades three through five. Thus, Leeds Middle School would revert back to a traditional six through eight grade middle school. Our school would also like to extend the integration of instructional technology throughout the school and eventually explore the possibility of a 1:1 initiative.

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 principal selected a multi-grade level and multi-disciplinary group of faculty members to serve on the LMS improvement team. In addition, this committee also included a parent, the EL teacher, a counselor, and a special education teacher. After their selection, members were informed via email of their roles and responsibilities to the improvement team and when meetings would be conducted in the future. All official meetings would be held after school, but faculty members could collaborate during the school day as well.

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

The members of LMS improvement team included the assistant principal, a teacher on each grade level (5-8), a special education teacher, the EL teacher, a counselor, and a parent. Teachers chosen for this team will be representative of different subject areas and grade levels as necessary.

Each committee member's role was to review, discuss, and identify strengths and weaknesses on last year's ACT Aspire standardized tests. Thereafter, the CIP Team would met together to delineate responsibilities for the completion of the improvement plan. The weaknesses identified in the grade level meetings formed the basis of the academic goals in the improvement plan, especially in reading and mathematics.

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 will be communicated to all stakeholders in a school wide faculty meeting. The needs assessment, academic goals, and school goals will be reviewed in this meeting to assure that faculty and staff have a knowledge and an understanding of all the school goals for this school year.

The improvement plan will be sent via email to all faculty and staff and hard copies will also be available for review.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Faculty/Staff

Our school provides protected instructional time.

Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Students

All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I need to succeed.

My school prepares me for success in the next school year.

Parents

Our school provides a safe learning environment.

My child knows the expectations for learning in all classes.

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

All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I need to succeed.

My school prepares me for success in the next school year.

Our school provides a safe learning environment.

My child knows the expectations for learning in all classes.

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

All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I need to succeed.

My school prepares me for success in the next school year.

Our school provides a safe learning environment.

My child knows the expectations for learning in all classes.

Areas in Need of Improvement

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

Faculty

Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.

Parent

All of my child's teachers meet his/her learning needs by individualized instruction.

Our school ensures the effective use of financial resources.

Student

In my school, students help each other even if they are not friends.

In my school, students respect the property of others.

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

Parent

All of my child's teachers meet his/her learning needs by individualized instruction.

Our school ensures the effective use of financial resources.

Student

In my school, students help each other even if they are not friends.

In my school, students respect the property of others.

What are the implications for these stakeholder perceptions?

The school needs to ensure the training of teachers on data interpretation and and initiate a formalized process to promote student learning.
In addition, classroom teachers should seek to individualized instruction and administrators should review all financial resources for equity
and excellence. Finally, students should be involved in a formal psycho-social program initiated by the counselors.

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

Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.

All of my child's teachers meet his/her learning needs by individualized instruction.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
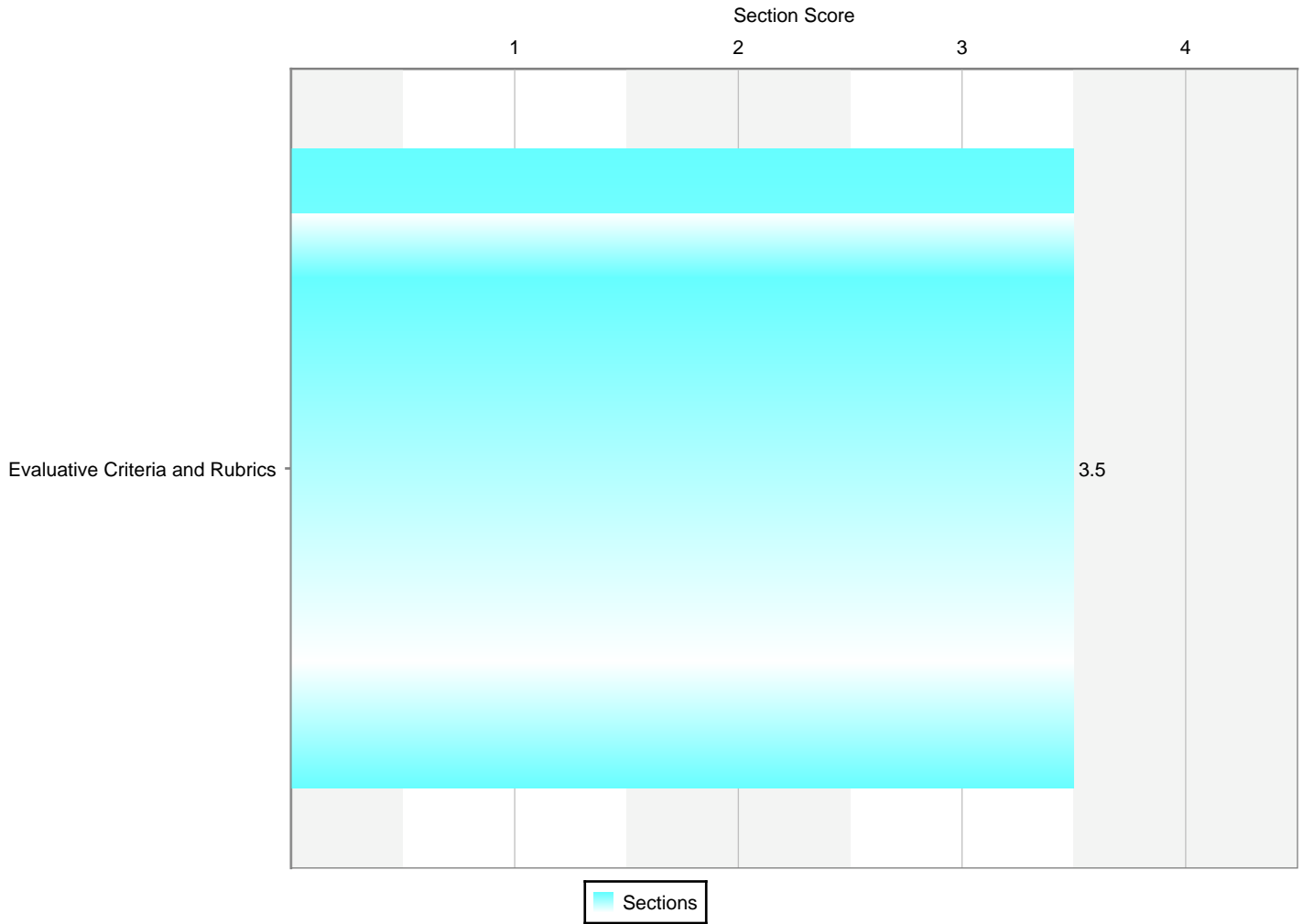
Student Performance Diagnostic

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 Data Document Student Performance Data Document by Race

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

Since the ACT Aspire is only one year old, longitudinal data does not exist. However, strengths include 6th grade mathematics and reading and 8th grade reading.

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

Since the ACT Aspire is only one year old, longitudinal data does not exist. However, reading scores in all grade levels seems to be a positive trend in performance.

Which area(s) indicate the overall highest performance?

Reading in all grade levels is stronger than mathematics in test performance among students.

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

Hispanic or Latino

Between which subgroups is the achievement gap closing?

Since the ACT Aspire is only one year old, longitudinal data does not exist. However, achievement gaps are noted in student performance.

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

The scores on the ACT Aspire are generally lower in both reading and mathematics. However, they do somewhat compare to general findings with the ARMT+.

Areas in Need of Improvement

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

Mathematics in most all grade levels.

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

Mathematics achievement. This is especially true when students reach the 7th and 8th grade and the curriculum becomes harder.

Which area(s) indicate the overall lowest performance?

Mathematics.

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

Since the ACT Aspire is only one year old, longitudinal data does not exist. However, subgroups where there are achievement gaps are noted.

Between which subgroups is the achievement gap becoming greater?

Since the ACT Aspire is only one year old, longitudinal data does not exist. Subgroups in which there are achievement gaps are noted.

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

The general trend of reading student performance being stronger than mathematics performance is also correlated with the findings of the ARMT+.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
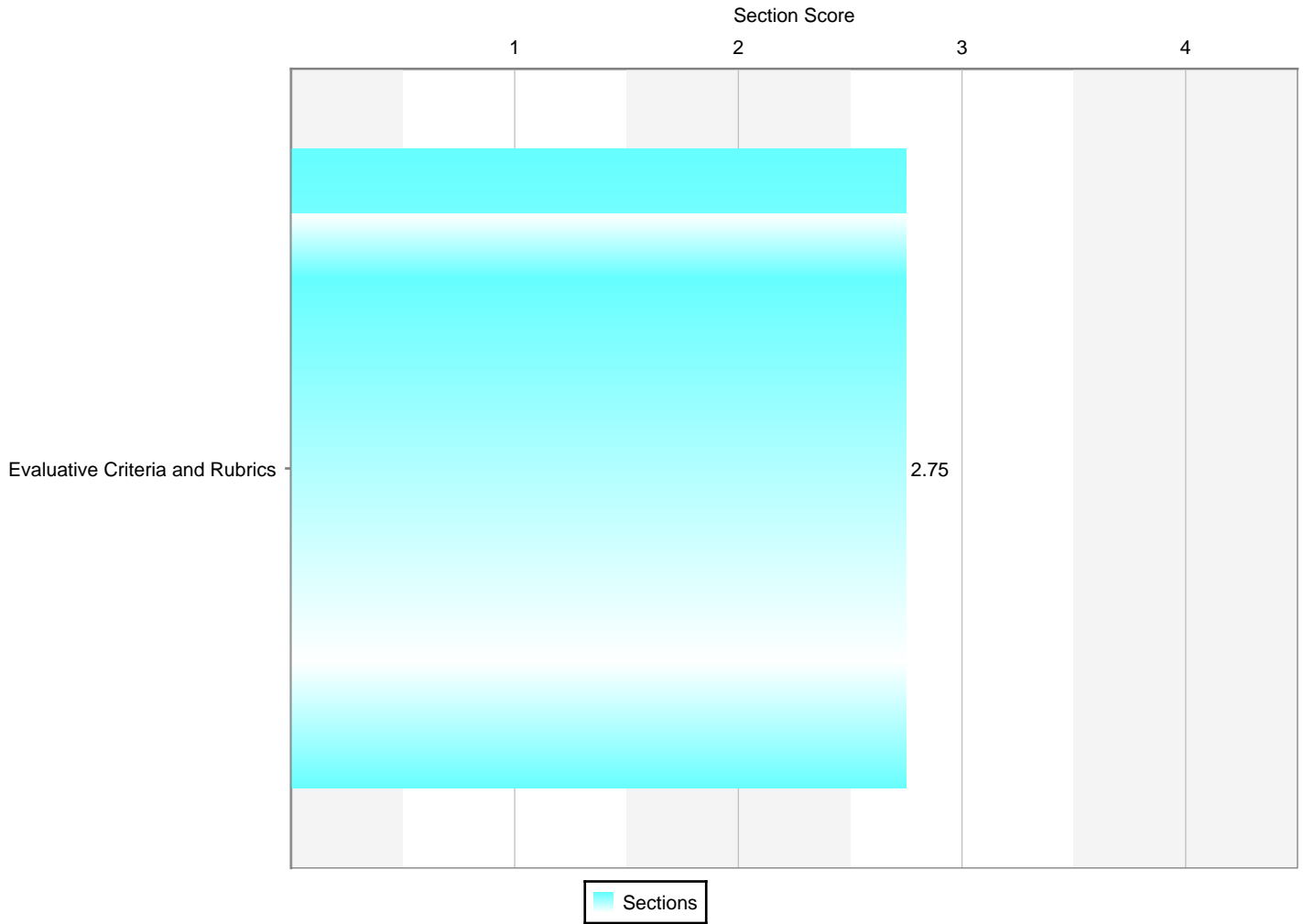
Sections

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, 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		

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	Amy Terry and Burke Wren Leeds City Schools 1404 Eighth Street Leeds, AL 35094 205-699-5437	

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		Parental Involvement Plan

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

LMS Goals and Plans 2014-2015

Overview

Plan Name

LMS Goals and Plans 2014-2015

Plan Description

Two Goals in the LMS Improvement Plan (Reading and Mathematics)

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	Reading Proficiency	Objectives: 1 Strategies: 1 Activities: 3	Academic	$8000
2	Mathematics Proficiency	Objectives: 1 Strategies: 1 Activities: 3	Academic	$8000

Goal 1: Reading Proficiency

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency for Readiness in Reading by 05/29/2015 as measured by Increase in the percentage of students scoring "Ready" as measured by the ACT Aspire.

Strategy 1:

Differentiated Instruction - Lesson plans that use a variety of explicit and intensive instructional strategies such as:

Technology Based Lessons

Before/After School Tutoring

Peer Tutoring/Student Mentoring

Problem Solving Team Interventions

Lessons that Target Identified Weaknesses.

Research Cited: Differentiated Instructional Methods that Meet Different Learning Styles

Activity - Before/After School Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before and After School Tutoring Program	Academic Support Program	10/20/2014	04/24/2015	$8000	Title I Part A	LMS Teacher Tutors

Activity - Targeted Lessons for Weaknesses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted Lessons that Address Key Weaknesses	Direct Instruction	10/15/2014	05/29/2015	$0	District Funding	All English/Language Arts Teachers

Activity - Problem Solving Team Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST Interventions for Identified Students and Others	Academic Support Program	09/17/2014	05/29/2015	$0	District Funding	LMS Teachers

Goal 2: Mathematics Proficiency

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency for Readiness in Mathematics by 05/29/2015 as measured by Increase in the percentage of students scoring "Ready" as measured by the ACT Aspire.

Strategy 1:

Differentiated Instruction - Lesson plans that use a variety of explicit and intensive instructional strategies such as:

Technology Based Lessons

Before/After School Tutoring

Peer Tutoring/Student Mentoring

Problem Solving Team Interventions

Lessons that Target Identified Weaknesses

Research Cited: Differentiated Instructional Methods that Meet Different Learning Styles

Activity - Before/After School Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before and After School Tutoring Program	Academic Support Program	04/24/2015	04/24/2015	$8000	Title I Part A	LMS Teacher Tutors

Activity - Targeted Lessons that Address Weaknesses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted Lessons Addressing Identified Weaknesses	Direct Instruction	10/15/2014	05/29/2015	$0	District Funding	All Mathematics Teachers

Activity - PST Interventions for Identified Students and Others	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of PST Interventions	Academic Support Program	09/17/2014	05/29/2015	$0	District Funding	LMS Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Lessons for Weaknesses	Targeted Lessons that Address Key Weaknesses	Direct Instruction	10/15/2014	05/29/2015	$0	All English/Language Arts Teachers
Targeted Lessons that Address Weaknesses	Targeted Lessons Addressing Identified Weaknesses	Direct Instruction	10/15/2014	05/29/2015	$0	All Mathematics Teachers
Problem Solving Team Interventions	PST Interventions for Identified Students and Others	Academic Support Program	09/17/2014	05/29/2015	$0	LMS Teachers
PST Interventions for Identified Students and Others	Implementation of PST Interventions	Academic Support Program	09/17/2014	05/29/2015	$0	LMS Teachers
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Before/After School Tutoring Program	Before and After School Tutoring Program	Academic Support Program	04/24/2015	04/24/2015	$8000	LMS Teacher Tutors
Before/After School Tutoring Program	Before and After School Tutoring Program	Academic Support Program	10/20/2014	04/24/2015	$8000	LMS Teacher Tutors
				Total	$16000	

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.

The school shall provide an evening meeting that has been duly advertised in a variety of ways. This format will allow more parental participation. The meeting will be lecture driven and will allow for a question and answer session to facilitate parental knowledge. Topics to be discussed in this year's CIP/Title I meeting are the following:

- What it means to be a Title I school

- The LEA Title I Plan

- The CIP

- School - Parent Compacts

- Notification of teachers who are not Highly Qualified

- The process of how all Title I parents may have involvement in the school.

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.

There will be a flexible number of meetings---both morning and evening meetings---with a combined format of hands-on, lecture, and question and answer. Parents will be involved in the planning,reviewing and improvement of the Title I program by invitations to meetings. Invitations to meetings will be provided via newspaper, phone calls from school officials, and the school bulletin board/video monitor. These invitations will hopefully solicit the maximum parental input. This input will include coordination with the federal programs coordinator to facilitate how parental involvement funds will be utilized at this school.

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.

Funds will be allocated for parental involvement when used in telephone messaging, parental newsletters, and newspaper announcements. Funds will also be utilized for copies of handouts at parent meetings, tutoring for standardized testing, student incentives, publicity, and field trips. Parents are always encouraged to contact teachers and/or administrators regarding the education of their children.

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).

Parents, the school staff, and students will all be made aware of the Continuous Improvement Plan. Expectations for parents, school staff, and students will be conveyed through the school website, lesson plan checks, and before and after school tutoring. Individual student standardized test reports are sent home for all students as well as progress reports and report cards. Parents are also involved on the Continuous Improvement Team. In addition, the School-Parent Compact is updated each year and given to each child at Leeds Middle School. An Annual Title I meeting is also held with parents with the CIP readily available.

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

Parents who wish to submit comments of dissatisfaction with the CIP will be encouraged to do so by voicing these to the CIP members during a regular or special scheduled meeting of the CIP team. If someone cannot attend a meeting, then they are encouraged to submit comments directly to the Principal.

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)

Leeds Middle School will accomplish this through its required annual Title I parent meeting held at the beginning of the school year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be provided regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teachers.

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)

The Leeds Middle School CIP Committee works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Leeds City Schools has creating a community education program to address the educational training needs of our student's parents. It will be based at the old Leeds Middle School location on Moton Street. Impact Family Counseling is an outside group that will be working with students and families to improve relationships and academic achievement.

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)

Leeds Middle School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and parents as our partners in education. Planned parent-teacher conferences will be held in the fall and spring so that parents and teachers can work together to enhance the academic progress of each child. These will be held in the evenings so that working parents may attend them. Orientation is held at the beginning of the year so that the parents can meet the teachers, hear expectations and plans for the year, and begin the process of working together at the beginning of the year.

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)

Leeds Middle School coordinates its parental involvement program for all Title I parents. A meeting is conducted through the EL teacher at the beginning of the school year for all EL parents so that they may be more fully aware of and involved in the education of their EL children.

In addition, a Parent Resource Fair will be held in the fall of 2014. One was held last school year in the spring of 2014.

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 of parent meetings, school meetings, and other school activities are sent to parents in Spanish when needed or requested. Child nutrition and student code of conduct books in Spanish are available when needed or requested by parents.

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)

Leeds Middle School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Parent surveys will provided by school administration with information regarding times most convenient for parent meetings and training opportunities. This will enable the school to accommodate such requests.

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.

Newsletters, telephone messages, Leeds City Schools Code of Conduct, and Student Handbook have been modified to allow for a greater comprehension of information. The school district's EL instructor is available to assist with English proficiency learners in an effort to ensure understanding in whatever capacity is needed.

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 ACT Aspire (including the Alabama Science Assessment) will be analyzed for strengths and weaknesses to determine strategies for the improvement of the overall instructional program as well as individual groups of students. In addition, individual and grade level scores will be assessed to determine patterns that may exist for the ACT Aspire within the school. Administrators, teachers, and a parent were included on the CIP team team to provide input on the development, implementation, and monitoring of the CIP throughout the school year. The synthesis of this process should result in improvements in instructional methodology, the academic achievement of the students, and the knowledge of the strengths, weaknesses, and areas of improvement for our school.

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

The results were that reading and mathematics scores on each grade level were analyzed. Strengths and weakness were noted on each grade level. Those students not scoring "Ready" were also identified by the teachers so that their instruction can be targeted toward their needs.

3. What conclusions were drawn from the results?

The results were that the school as a whole is doing better in the reading among all grade levels rather than mathematics. The downtrend in mathematics usually begins in the 7th grade when the curriculum becomes more advanced and difficult for those students lacking basic skills.

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

Student achievement is lower on the ACT Aspire assessment than on the ARMT+ assessment. Reading is more of a strength than mathematics. As our enrollment has increased, our demographics have remained relatively stable except for a rise in Hispanic students.

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

The school's academic goals are directly aligned with the needs assessment and identified priorities of the school based on the ACT Aspire testing data.

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

Prior to forming the school goals, the CIP team reviews ACT Aspire standardized testing data, EL data, special education data, and Global

Scholar data. The synthesis of this data results in the school goals.

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

The school goals address the needs of all students including all identified special populations.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience 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:

Reading Proficiency

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency for Readiness in Reading by 05/29/2015 as measured by Increase in the percentage of students scoring "Ready" as measured by the ACT Aspire.

Strategy1:

Differentiated Instruction - Lesson plans that use a variety of explicit and intensive instructional strategies such as:

Technology Based Lessons

Before/After School Tutoring

Peer Tutoring/Student Mentoring

Problem Solving Team Interventions

Lessons that Target Identified Weaknesses.

Research Cited: Differentiated Instructional Methods that Meet Different Learning Styles

Activity - Targeted Lessons for Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted Lessons that Address Key Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All English/Language Arts Teachers

Activity - Before/After School Tutoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before and After School Tutoring Program	Academic Support Program			10/20/2014	04/24/2015	$8000 - Title I Part A	LMS Teacher Tutors

Activity - Problem Solving Team Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST Interventions for Identified Students and Others	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

Goal 2:

Mathematics Proficiency

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency for Readiness in Mathematics by 05/29/2015 as measured by Increase in the
percentage of students scoring "Ready" as measured by the ACT Aspire.

Strategy1:

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Activity - Targeted Lessons that Address Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted Lessons Addressing Identified Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All Mathematics Teachers

Activity - PST Interventions for Identified Students and Others	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of PST Interventions	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

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

Goal 1:

Reading Proficiency

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency for Readiness in Reading by 05/29/2015 as measured by Increase in the
percentage of students scoring "Ready" as measured by the ACT Aspire.

Strategy1:

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Targeted Lessons Addressing Identified Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All Mathematics Teachers

Activity - PST Interventions for Identified Students and Others	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of PST Interventions	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

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

Goal 1:

Reading Proficiency

Measurable Objective 1:

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Targeted Lessons Addressing Identified Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All Mathematics Teachers

Activity - PST Interventions for Identified Students and Others	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of PST Interventions	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

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Targeted Lessons that Address Key Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All English/Language Arts Teachers

Activity - Problem Solving Team Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST Interventions for Identified Students and Others	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

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Problem Solving Team Interventions

Lessons that Target Identified Weaknesses

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Activity - PST Interventions for Identified Students and Others	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of PST Interventions	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

Activity - Targeted Lessons that Address Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted Lessons Addressing Identified Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All Mathematics Teachers

Activity - Before/After School Tutoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before and After School Tutoring Program	Academic Support Program			04/24/2015	04/24/2015	$8000 - Title I Part A	LMS Teacher Tutors

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

Goal 1:

Reading Proficiency

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency for Readiness in Reading by 05/29/2015 as measured by Increase in the percentage of students scoring "Ready" as measured by the ACT Aspire.

Strategy1:

Differentiated Instruction - Lesson plans that use a variety of explicit and intensive instructional strategies such as:

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Lessons that Target Identified Weaknesses.

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Activity - Targeted Lessons for Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted Lessons that Address Key Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All English/Language Arts Teachers

Activity - Problem Solving Team Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST Interventions for Identified Students and Others	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

Activity - Before/After School Tutoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before and After School Tutoring Program	Academic Support Program			10/20/2014	04/24/2015	$8000 - Title I Part A	LMS Teacher Tutors

Goal 2:

Mathematics Proficiency

Measurable Objective 1:

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Technology Based Lessons

Before/After School Tutoring

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Lessons that Target Identified Weaknesses

Research Cited: Differentiated Instructional Methods that Meet Different Learning Styles

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Activity - Targeted Lessons that Address Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted Lessons Addressing Identified Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All Mathematics Teachers

Activity - PST Interventions for Identified Students and Others	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of PST Interventions	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

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

Goal 1:

Reading Proficiency

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency for Readiness in Reading by 05/29/2015 as measured by Increase in the percentage of students scoring "Ready" as measured by the ACT Aspire.

Strategy1:

Differentiated Instruction - Lesson plans that use a variety of explicit and intensive instructional strategies such as:

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Activity - Targeted Lessons for Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted Lessons that Address Key Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All English/Language Arts Teachers

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

Goal 1:

Reading Proficiency

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency for Readiness in Reading by 05/29/2015 as measured by Increase in the percentage of students scoring "Ready" as measured by the ACT Aspire.

Strategy1:

Differentiated Instruction - Lesson plans that use a variety of explicit and intensive instructional strategies such as:

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Problem Solving Team Interventions

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Activity - Before/After School Tutoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Problem Solving Team Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST Interventions for Identified Students and Others	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

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Targeted Lessons that Address Key Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All English/Language Arts Teachers

Goal 2:

Mathematics Proficiency

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency for Readiness in Mathematics by 05/29/2015 as measured by Increase in the percentage of students scoring "Ready" as measured by the ACT Aspire.

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Activity - Targeted Lessons that Address Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted Lessons Addressing Identified Weaknesses	Direct Instruction			10/15/2014	05/29/2015	$0 - District Funding	All Mathematics Teachers

Activity - PST Interventions for Identified Students and Others	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of PST Interventions	Academic Support Program			09/17/2014	05/29/2015	$0 - District Funding	LMS Teachers

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Before and After School Tutoring Program	Academic Support Program			04/24/2015	04/24/2015	$8000 - Title I Part A	LMS Teacher Tutors

DRAFT

Component 3: Instruction by Highly Qualified Staff

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

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

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

All core teachers at LMS are highly qualified. Administrators attend job fairs to recruit and post job openings with the requirement that core teachers meet this standard. Some local funding is added to the State's minimum salary matrix and new and remodeled facilities are assets to help attract the best educators. Also, teachers are encouraged to attend professional development and obtain higher professional degrees to continuously improve their teaching knowledge and skills so that this translates in greater student success in the classroom for identified academic needs.
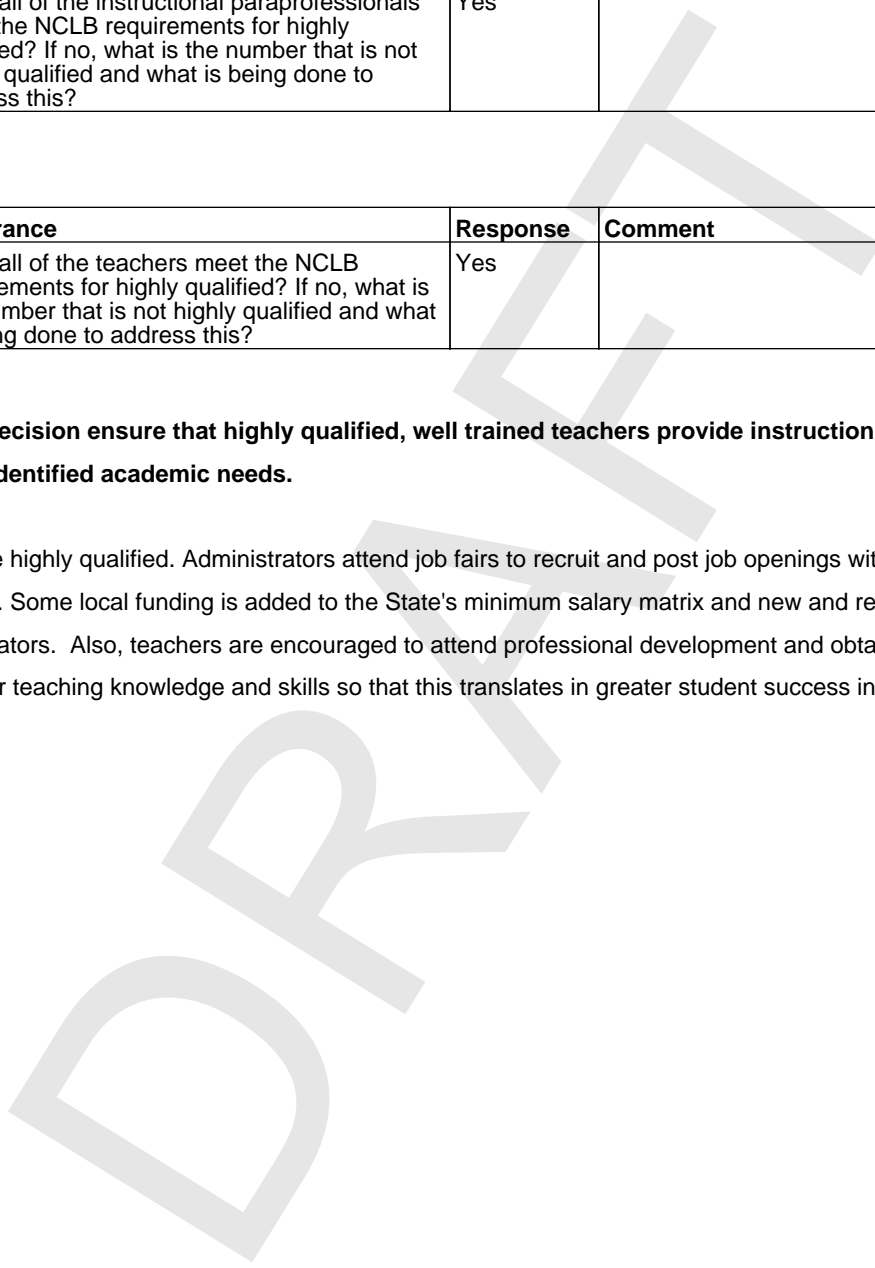
Component 4: Strategies to Attract Highly Qualified Teachers

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

Out of 30 certificated employees, there was a turnover rate of 3 or 10%.

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

The experience level of key teaching personnel covers a broad range of years in the teaching profession. This range of experience levels at LMS includes first year teachers through teachers with fifteen to twenty years in the profession.

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

The administrators at LMS attend education recruiting fairs at area colleges in the spring of each school year. In addition, resumes are also shared throughout the year among administrators for new graduates as well as experienced teaching candidates. Once employed the administrators seek to support teachers in their efforts to gain new knowledge and skills in their content areas so that these can be translated into gains in the academic classrooms.

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

Again, the district sends school administrators and central office personnel to area college/university recruiting fairs in the spring of each school year to seek highly qualified teaching candidates. Also, the superintendent also forwards to school administrators potential resumes of promising employees.

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?

There is not a high turnover rate at this school.

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?

Alabama Math Science and Technology Institute (AMSTI)
Greater Birmingham Math Partnership (GBMP)
The Alabama Safe Schools Training Conference
MidSouth Reading and Writing Institute
Alabama Educational Technology Conference (AETC)
Alabama Career and Technical Education Conference

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

Professional development will include research-based strategies to improve learning for students in the areas of reading, mathematics, differentiated instruction, career and technical education, instructional technology, improving mathematics skills, improving reading skills, and implementing mathematics and reading across the curriculum.

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.

LMS continues to have department and grade level heads who initiate leadership and are available for consultation to others in their department/grade. Planning periods are scheduled so that all core teachers in each grade level have the same planning period. In addition, each beginning teacher/new teacher to the school is assigned a specific grade level mentor to help them into the teaching profession and their induction at Leeds Middle School.

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

The professional development of many of the initiatives is sustained and ongoing throughout the school year and into the coming school year. Some examples include AMSTI, GBMP, AETC, and the Career and Technical Education Conference. The learning continues with these initiatives from school year to school year.

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.

Departmental teachers coordinate for vertical planning to assure that students are prepared to address the next year's learning standards. In addition, the upcoming grade transition from elementary to middle school gets to tour the building and meet the faculty each spring. The school administrators conduct a parent meeting prior to the start of the current school year to address parent concerns.

Also, the FCCLA organization from the high school presents a student led, multi-session, classroom lesson on how to prepare eighth graders for high school. Eighth graders also have a spring field trip to the high school to introduce them to the faculty and to tour the facilities. Finally, the high school counselor visits the 8th grade classes to help students develop a four-year plan and register for their classes.

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?

At the beginning of each academic year, teachers meet in departmental and/or grade-level teams with the principal to review the strengths and weakness of the previous year's Standardized Test Assessment. Teachers lesson plans are to indicate extra emphasis on any standard(s) which indicate a weakness of the student on the standardized test. Grade level teachers will meet to plan cross-subject activities to address this weakness. In addition, reading and math objectives will be emphasized this school year due to these categories being a weakness indicated on the ACT Aspire standardized testing.

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?

At the beginning of each school year, each core grade level faculty meet with the principal to review the previous spring administration of the standardized testing results (ACT Aspire and the ASA). Strengths and weaknesses are identified as a whole grade level in both reading, mathematics, and science. In addition, each teacher is provided with individual student results so that they can intervene and tailor instruction to their particular deficits throughout the school year.

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?

Students may also receive additional instructional supports through our Problem Solving Team. This team seeks to identify students who are not mastering skills and knowledge in math or reading and implement a student plan that includes some accommodations to help them succeed in the classroom.

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

Differentiated instruction is a part of our school wide culture and is encouraged in all subject areas. Teachers are encouraged to utilize and and all instructional methods in order to reach as many children as possible in the classroom setting. Thus, the thrust of this effort would help individualize instruction for students and keep them more engaged in the classroom.

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.

The school funds a school wide Title I tutoring program for students which meets both before and after school. Teachers on staff tutor students on their grade level in all subjects so that these students can achieve greater academic success.

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.

EL students receive specialized services from the EL teacher twice each week, but they are educated in inclusive settings throughout the school day. Homeless students are identified through a survey and are provided orientation to the school and referrals to community resources as needed. Special education students are educated in self-contained and/or inclusive class settings as determined by their IEP, and can receive additional support through their special education teachers in small groups

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 for Leeds Middle School

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?

Once the school wide goals are established, the programs needed to address the school goals are reviewed and implemented for the entire school year. Federal, state, and local funding sources are used to fund the programs needed to address the school wide goals.

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.

-Two teacher units in core academic subjects
-Before/after school tutoring program
-Professional development
-Software - Accelerated Reader
-Hardware - Varies by school year

The combination of these programs seeks to meet school wide goals of increasing reading and mathematics scores on the ACT Aspire in the spring of the school year.

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.

Violence, drugs, and alcohol prevention programs are embedded in the classroom instruction throughout all grade levels. The school also participates in the federal lunch program for both breakfast and lunch.

Component 10: Evaluation

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

The evaluation of the school wide program is determined by the growing achievement of students in core classes and in meeting the needs of school wide goals set at the beginning of the school year.

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?

Using data from State's annual assessments helps the the school monitor and improve upon instruction throughout the school. Thus, the school wide program is designed to improve the performance of students on classroom performance as well as standardized testing performance. In turn, this allows the school to change and modify academic goals as appropriate.

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?

The school uses classroom performance and standardized testing performance as the two indicators to asses whether students who are widely below grade level are achieving higher standards.

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?

Meetings are held as necessary throughout the year based on changing needs during the year that will allow the continuous improvment of students in the school wide program.

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

Label	Question	Value
1.	Provide the number of Teacher assigned units.	25.74

Label	Question	Value
2.	Provide the number of Administrator assigned units.	2.0

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	26.0

Label	Question	Value
2.	Provide the number of Administrators.	2.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	2.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	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.	1185563.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	146740.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	62080.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	70659.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	53154.0

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.	92328.0

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.	9374.0

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

Total   1,619,898.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Total Budget - $148,500

Breakdown of Expenses

-2 Teacher Units - $108,000

-Part Time Academic Interventionist - $22,000

-Software - $3799

-Instructional Equipment - $3,800

-Before/After School Tutoring Program - $8,000

-Staff Development - $2,901

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	148500.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

None - 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.

$6,400 - Instructional Staff Development

Registration, Travel, Meals, Salaries for Professional Development Activities Stated in the Continuous Improvement Plan

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	6400.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Total - $16,984 Federal Funds

Total - $$8,251 State Funds

Budgeted Items:

$4,650 Professional Development

$11,000 Instructional Supplies

$1,000.00 Parent Programs

$334.00 Administrative costs

This is an approximate distribution. The state funds will be spent on personnel.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	25235.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

None - 0

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

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

None - 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.

None - 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.

None - 0

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.

None - 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.

As designated by the central office LMS budget.

Label	Question	Value
2.	Local Funds Provide the total.	311644.0