

Assurances

The Instructional Leadership Team members that must 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.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

- Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

The Alabama Reading and Mathematics Test (ARMT) and the Stanford Achievement Test - 10 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. Individual scores will be assessed to determine patterns that may exist for the ARMT as well as the reading and mathematics sections of the SAT 10. One parent, Wendi Whitson, was included in the CIP 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.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Dr. Jason M. Baker, Principal
 Steven Hunter, Assistant Principal
 Ben Morris, Counselor
 Cindy Moore, 5th Grade Mathematics and Science
 James Owen, 6th Grade Science
 Aurica Tanas, 7th Grade Science
 Angela Baldwin, 8th Grade Social Studies
 Heather Cleckler, Special Education (5th Grade)
 Sandra McKenzie, EL Teacher
 Wendi Whitson, Parent

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

- Ⓟ I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

Prior to the first Continuous Improvement Plan meeting, all faculty members meet together with the principal by departments to discuss and identify strengths and weaknesses on last year's ARMT and SAT 10 standardized tests. Thereafter, the CIP Team met together to review the new eCIP format and delineate responsibilities for the completion of the eCIP. The weaknesses identified in the departmental meetings formed the basis of the academic goals in the CIP, and the school culture, discipline, and building supportive learning environment data determined strategies for improvement in those areas.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Staffing decisions for teaching positions are always made with the Highly Qualified Status of candidates as a required part of the hiring process. There are currently two Title I teachers on staff that are fully funded and both help to reduce the class sizes of core academic classes. New teachers are informed of the CIP and are required to address the academic deficiencies of the students through lesson plans that will improve the knowledge and skills of the students.

Leeds Middle School has made considerable strides to ensure that every teacher meets the Highly Qualified Status under NCLB. After employment, the respective teacher is assigned to his/her certificated subjects.

Number and percentage of teachers Non-HQT:

0 - 0%

Number and percentage of Classes Taught by Non-HQT:

0 - 0%

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

All grades reached or exceeded the 2010-2011 proficiency standards that determines AYP status for the school year. Reading standards increased for 6th grade students by 1% and 7th grade students increased by 3%. Math standards increased for 8th grade students by 9%.

Weaknesses:

Math standards in 6th and 7th grades along with 8th grade reading standards remained unchanged.

Alabama Science Assessment:

Strengths:

5th grade - 82% of the student scored proficient or higher.
7th grade - No significant strengths.

Weaknesses:

5th grade - 18% Level IIs.

7th grade - Only 57% of the students scored proficient or higher. 41% Level IIs.

Stanford 10:**Strengths:**

Averaging reading and math for 6th, 7th, and 8th grades the school ranked at the the 52nd percentile.

Weaknesses:

6th grade reading was at 47% and 7th grade math was at 42%.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**Strengths:**

N/A

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**Alabama Direct Assessment of Writing (ADAW):****Strengths:**

N/A - Discontinued by the State Department

Weaknesses:

N/A - Discontinued by the State Department

ACCESS for English Language Learners (ELLs):**Strengths:**

This proficiency test is administered yearly to all identified English Language Learners. The ELL teacher meets weekly with all students identified as needing services and monitors all students that have tested above the criteria for needing continued face-to-face services. 5th grade ELL students exceeded their ACCESS proficiency goal of 13% with a 60%. We purchased a program called Imagine Learning for all 5-8 grade ELL students. The program is on every English teacher's computer.

Weaknesses:

There is no interpreter or dual language personnel to communicate with parents that do not speak English. In addition, LMS did not meet our ACCESS proficiency goal of 44% in 6th, 7th or 8th grades.

EducateAL or other Professional Evaluation Profile Information:**Strengths:**

Deep knowledge of subject matter. Connects curriculum to other content areas and real life.

Weaknesses:

No wholesale immersion of reading and mathematics across the curriculum to help raise test scores.

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)**Strengths:**

The AAA test was administered to only two students at LMS last school year. Only one student scored at a proficient level. LMS has added additional technology with the addition of iPads to the school. These 15 iPads are available for all classrooms for check-out resources.

Weaknesses:

One student scored only partially proficient on the AAA. Due to the addition of the 5th grade, elective courses are becoming overcrowded.

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):**Strengths:**

Compilation of student data of the strengths and weaknesses by grade level in mathematics and reading.
BasiNova Net testing of all students in reading and mathematics.

Weaknesses:

Technical issues have been prevalent with the BasiNova Net testing.
Rtl is a new process to the Leeds Middle School this year.

Career and Technical Education Program Data Reports:**Strengths:**

We continue offering the EXPLORE testing as a part of the standardized testing program for 8th grade students. One family and consumer science for 8th grade students and a general career technology class for grades 5-8 are offered as elective courses.

Weaknesses:

There is not a full-time Family and Consumer Science teacher nor a full time Agribusiness teacher due to limited available teacher units.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).****Strengths:**

All teachers continue to manage their classrooms effectively. There were a total of 436 referrals schoolwide last school year with the vast majority of offenses being non-violent.

Weaknesses:

There were 45 more referrals from the previous school year, but the increase was mainly due to an increase in minor infractions such as electronic devices (cell phones, ipods, etc.).

School Demographic Information related to drop-out information and graduation rate data.**Strengths:**

N/A

Weaknesses:

N/A

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.**Strengths:**

Teacher attendance is not consistently high. Teacher turnover is starting to be kept to a minimum. All teachers are highly qualified in their area of certification.

Weaknesses:

The fifth grade was moved to the middle school which has caused some additional movement in teaching positions. Six new teachers were hired for the 2011-2012 school year.

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).**Strengths:**

Attendance was better than 95% on the 20 day after Labor Day day report. This statistic certifies that the school met its additional academic indicator under NCLB.

Weaknesses:

Too many students are tardy for school.

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.**Strengths:**

The PTO is very active and helps to meet many of the schools needs. Parents are encouraged to ask questions and voice concerns at anytime throughout the school year through parent conferences and meeting with the principal and/or assistant principal.

Weaknesses:

There needs to be more communication between parents and teachers throughout the school year.

School Perception Information related to student PRIDE data.**Strengths:**

83.3% of the students feel that Leeds Middle School is a good place to learn and 83.3% of the students feel safe in their classrooms. 100% of the teachers at Leeds Middle School are satisfied with their current position and feel that the principal provides high quality leadership and involves teachers in school- wide decision making.

Weaknesses:

14.7% of the students claim to have thoughts of suicide, 4.8% of the students claim to have carried a gun to school, and 10% of the students claim to have smoked pot. Only 40% teachers feel they are involved in professional development decisions.

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

The EL teacher has developed an individualized plan for each EL student and monitors the plan to ensure goals are met. She meets with each identified EL student twice each week on Tuesday and Thursday.

Weaknesses:

There is only one EL teacher for the school district; therefore, the EL teacher has a minimum amount of individual instructional time with the students.

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

EL students are meeting goals due to hard work and planning by both classroom teachers and the EL teacher.

Weaknesses:

The number of EL students is increasing at Leeds Middle School and the school district has only one EL teacher to service the entire EL population.

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

Strengths:

Teachers collaboration and planning have been a key to success. Shared strategies and instructional materials along with creative ideas have been paramount. Before and after school tutoring have played a key role in students meeting goals and enhancing their own learning.

Weaknesses:

More student/parent buy-in is necessary for greater success.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Mathematics Proficiency - 5th and 6th Grades

Description:

We will increase the percentage of 5th and 6th grade students scoring proficient or higher in mathematics by 2% in 5th grade and 7% in 6th grade.

Data Results on which goal is based:

ARMT 2010-2011 Results

Target Grade Level(s): 5th and 6th Grades

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Level II (partially proficient) students on the ARMT

Courses of Study:

5th Grade - Convert units of measurement within the same system (customary or metric). Demonstrate commutative, associative, and identity properties of addition and multiplication of whole numbers. Estimate perimeter and area of irregular shapes. Calculate the perimeter of rectangles. Write number sentence for a problem expressed in words. 6th Grade - Solve problems involving perimeter and area of parallelograms and rectangles. Determine the distance between two points on a scale drawing or a map using proportional reasoning. Solve problems involving decimals, percents, fractions, and proportions. Solve problems using numeric and geometric patterns.

Strategies:**1.1 Explicit and Intensive Mathematics Instruction****Description:**

Differentiated instruction. Initial lessons and re-teaching that target mathematics deficiencies. Response to instruction (RtI) interventions as needed. Technology based programs.

Action Steps:**1.1.1 Strategy Implementation****Description:**

Differentiated instruction. Initial lessons and re-teaching that target mathematics deficiencies. Response to instruction (RtI) interventions as needed. Technology based programs.

Benchmarks:

2012 ARMT test results.

Interventions:

Before and after school tutoring for students. Small group instruction. Re-teaching in the classroom. Parent conferences. Peer tutoring. Student mentoring

Resources:

Before and after school tutors - \$10,000. Additional classroom instructional resources to target identified weaknesses - \$2,500 to \$5,000.

2. Mathematics Proficiency - 7th and 8th Grades**Description:**

We will increase the percentage of 7th and 8th grade students scoring proficient or higher in mathematics by 13% in 7th grade and 6% in 8th grade.

Data Results on which goal is based:

2011 ARMT Results

Target Grade Level(s): 7th and 8th Grades

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Level II (partially proficient) students on the ARMT

Courses of Study:

7th Grade - Determine the probability of a compound event. Determine the measures of central tendency. Solve problems using proportional reasoning. Solve problems requiring the use of operations on rational numbers. 8th Grade - Determine the theoretical probability of an event. Find the perimeter & area of regular & irregular plan figures. Determine the lengths of missing sides and measures of angles in similar and congruent figures. Determine the surface area and volume of rectangular prisms, cylinders, and pyramids.

Strategies:**S2.1 Explicit and Intensive Mathematics Instruction****Description:**

Differentiated instruction. Initial lessons and re-teaching that target mathematics deficiencies. Response to instruction (Rtl) interventions as needed. Technology based programs.

Action Steps:**AS2.1.1 Strategy Implementation****Description:**

Differentiated instruction. Initial lessons and re-teaching that target mathematics deficiencies. Response to instruction (Rtl) interventions as needed. Technology based programs.

Benchmarks:

2012 ARMT test results.

Interventions:

Before and after school tutoring for students. Small group instruction. Re-teaching in the classroom. Parent conferences. Peer tutoring.

Resources:

Before and after school tutors - \$10,000. Additional classroom instructional resources to target identified weaknesses - \$2,500 to \$5,000.

G3. Reading Proficiency - 5th and 6th Grades**Description:**

We will increase the percentage of 5th and 6th grade students scoring proficient or higher in reading by 2% in the 5th grade and 2% in the 6th grade.

Data Results on which goal is based:

2011 ARMT Results

Target Grade Level(s): 5th and 6th Grades

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Level II (partially proficient) students on the ARMT

Courses of Study:

5th Grade - Recognize literary elements and devices from various text formats. Use strategies to comprehend functional and textual/informational materials. 6th Grade - Apply strategies to comprehend textual/informational and functional materials. Recognize text elements in textual/informational and functional materials.

Strategies:**§3.1 Explicit and Intensive Reading Instruction****Description:**

Differentiated instruction. Lessons that target reading deficiencies. Response to instruction (Rtl) interventions as needed. Small group instruction.

Action Steps:**AS3.1.1 Strategy Implementation****Description:**

Differentiated instruction. Initial lessons and re-teaching that target mathematics deficiencies. Response to instruction (Rtl) interventions as needed. Technology based programs.

Benchmarks:

2012 ARMT test results

Interventions:

Before and/or after school tutoring. Parent conferences. Peer tutoring. Student Mentoring.

Resources:

Before and/or after school tutors - \$10,000. Additional classroom instructional resources to target identified weaknesses - \$2,500 to \$5,000.

G4. Reading Proficiency - 7th and 8th Grades**Description:**

We will increase the percentage of 7th and 8th grade students scoring proficient or higher in reading by 2% in the 7th grade and 5% in the 8th grade.

Data Results on which goal is based:

2011 ARMT Results

Target Grade Level(s): 7th and 8th Grades

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

N/A

Target Student Subgroup(s):

Level II (partially proficient) students on the ARMT

Courses of Study:

7th Grade - Apply strategies to comprehend textual/informational and functional materials. Relate literary elements and devices to each other. Recognize the use of text elements from various text formats. 8th Grade - Distinguish among subcategories of poetry based on their characteristics. Apply strategies to comprehend textual/informational and functional materials.

Strategies:**§4.1 Explicit and Intensive Reading Instruction****Description:**

Differentiated instruction. Lessons that target identified weaknesses. Response to instruction (RtI) interventions as needed.

Action Steps:**AS4.1.1 Strategy Implementation****Description:**

Differentiated instruction. Initial lessons and re-teaching that target mathematics deficiencies. Response to instruction (RtI) interventions as needed. Technology based programs.

Benchmarks:

2012 ARMT test results

Interventions:

Before and/or after school tutoring for students. Small group instruction. Re-teaching in the classroom. Parent conferences. Peer tutoring.

Resources:

Before and after school tutors - \$10,000. Additional classroom instructional resources to target identified weaknesses - \$2,500 to \$5,000.

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - 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.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. EL Proficiency**Description:**

Two percent of Leeds Middle School ELL students receive English proficiency resource assistance in a small group setting. Our goal for the 2011 - 2012 school year is that all Leeds Middle School English Language Learners increase their score on the ACCESS test.

Data Results on which goal is based:

This goal is based on the individual English Language Learner (ELL) student scores on the ACCESS test. Zero percent of sixth grade ELL students made an increase on the ACCESS test. Thirty-three percent of eighth grade ELL students made an increase on the ACCESS test. The current goal for each grade is for at least forty-six percent of the students to make an increase on the ACCESS test.

Target Grade Level(s): Sixth, Seventh, and Eighth Grades

Target ELP Language Domain(s): Reading, Writing, Listening, Speaking, Comprehension

WIDA Standards: N/A

Strategies:

§1.1 Imagine Learning Software

Description:

Imagine Learning is a research-based language and literacy program to provide academic vocabulary support and progress monitoring for ELL students. This will be available to all ELL students daily for additional support to increase their ACCESS scores.

Action Steps:

AS1.1.1 Imagine Learning Software Daily Access

Description:

Specific time, at least twenty minutes per day, will be allotted during the English Language Arts period for students to utilize the Imagine Learning Software.

Benchmarks:

The ELL resource teacher will monitor student progress and provide review and practice of skill deficits.

Interventions:

Leeds Middle School provides resource assistance to any student who scored low on the ACCESS test. These students receive assistive services two times a week. The resource teacher and classroom teacher will collaborate weekly to monitor the progress of the student in the Imagine Learning program, and determine if a student needs additional resource support or Imagine Learning access.

Resources:

Leeds City Schools has recently purchased Imagine Learning Software and it has been placed on all Leeds Middle School student computers in English Language Arts classrooms.

§1.2 Reading Various Types of Literature and Text

Description:

Reading various types of literature and text from different genres will increase all target ELL language domains.

Action Steps:

AS1.2.1 Electronic Book Access

Description:

Students will be required to read at least one book a month. They will also read one novel each nine weeks in the classroom with the assistance of their language arts teacher.

Benchmarks:

Students will be given a developmentally appropriate summative assessment at the conclusion of the book they are reading. This assessment will have

a comprehension component and a writing component. Progress will also be monitored by formative classroom assessments, teacher lesson plans, and ACCESS testing for all ELL students.

Interventions:

Leeds Middle School provides resource assistance to any student who scored low on the ACCESS test. These students are given assistive services two times a week. The resource teacher and the classroom teacher will document any changes in performance and relay this information to one another. The classroom teacher will monitor student progress and coordinate with the ELL resource teacher and the school librarian to ensure students are meeting their reading goals, and the team may determine that the student needs literature selection guidance and modify the individual goals as needed.

Resources:

LMS recently purchased a set of iPads for student use and every language arts classroom has access to them. All language arts classrooms at LMS have student computers available for student use. Electronic book software will be loaded on all of these computers and ELL students can access e-books on these computers and iPads. The electronic readers feature the ability to lookup the definition of words within the book and feature text-to-speech capability. The library media center will purchase the novels that are read in class for each grade to have them available as electronic books.

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

1. Collaboration and Professional Development

Description:

Scheduling for department/grade level collaboration needs to be addressed as well as increasing the opportunities/funding for professional development.

Strategies:

1.1 Improving Calendar and Professional Opportunities

Description:

Scheduling of common planning periods by departments. Collaboration of colleagues by grade levels.

Action Steps:

1.1.1 Strategy Implementation

Description:

-A set calendar will be established for regular department meetings during common planning period once a month. -Protected time for grade level meetings during teacher workdays as well as a commitment to meet at regular intervals throughout the year. -Sharing with the faculty any information from professional development, special training, and/or areas of expertise.

Benchmarks:

-Department and grade levels will submit meeting documentation from each meeting. -Each faculty member will prepare and/or present research-based professional development to faculty throughout the year.

Interventions:

Intervention by principal and/or assistant principal in departmental and/or grade level meetings.

Resources:

Master scheduling - common planning times. Regularly scheduled meetings.

G2. Aggressive Behavior and Bullying**Description:**

Students within the school are faced with instances of bullying and aggressive behavior at home as well as in school.

Strategies:**S2.1 Combating Aggressive and Bullying Behaviors****Description:**

-School-wide mission establishment campaign to promote success, respect, and achievement in which all faculty and staff of the school take part in promoting character. -Community involvement with guest speakers to communicate the importance of education and good decision-making. -Character building thoughts for the day and the school wide mission will be prominently displayed throughout the school. -Principal encouraged "bragging postcards" will be mailed home to students after they were observed exhibiting positive behavior. -A school-wide "Anti-Bullying" campaign will be launched featuring a 24 hour "Bullying Hotline" where students can call or text to report incidences of bullying. -Counselor will begin workshops regarding bullying in the classroom setting.

Action Steps:**AS2.1.1 Strategy Implementation****Description:**

-School-wide mission establishment campaign to promote success, respect, and achievement in which all faculty and staff of the school take part in promoting character. -Community involvement with guest speakers to communicate the importance of education and good decision-making. -Character building thoughts for the day and the school wide mission will be prominently displayed throughout the school. -Principal encouraged "bragging postcards" will be mailed home to students after they were observed exhibiting positive behavior. -A school-wide "Anti-Bullying" campaign will be launched featuring a 24 hour "Bullying Hotline" where students can call or text to report incidences of bullying. -Counselor will begin workshops regarding bullying in the classroom setting.

Benchmarks:

-Administration will establish a relationship with community members and leaders to bring in guest speakers to communicate to the student population the importance of education and good decision-making in a successful future. -Teachers, principal, and assistant principal will ensure that bullying does not harm the school climate or hinder the learning opportunities. -A school board employee will obtain hotline messages and proceed with investigating reported incidences of bullying. -Counselor will address and report bullying as incidences arise. Sometimes this means that a schedule change will occur to reduce/eliminate opportunities for bullying. -Counselor will train faculty and staff to better recognize bullying and offer strategies to cope with bullying in the classroom.

Interventions:

-Administration will establish a relationship with community members and leaders to bring in guest speakers to communicate to the student population the importance of education and good decision-making in a successful future. -Teachers, principal, and assistant principal will ensure that bullying does not harm the school climate or hinder the learning opportunities. -A school board employee will obtain hotline messages and proceed with investigating reported incidences of bullying. -Counselor will address and report bullying as incidences arise. Sometimes this means that a schedule change will occur to

reduce/eliminate opportunities for bullying. -Counselor will train faculty and staff to better recognize bullying and offer strategies to cope with bullying in the classroom.

Resources:

Coordination among administration, faculty, staff, and parents via email and conferences. Coordination of guest speakers.

G3. Disciplinary Concerns

Description:

There is a high incidence of off-task behavior among many students in the school and lack of parental involvement in addressing/supporting disciplinary action in the classroom.

Strategies:

S3.1 Decreasing Distractions/Increasing Support

Description:

-School wide established code of conduct for expected behaviors and rules for carrying out daily operations in the school. -Common grade-level procedures establish expectations and consequences. -Parental contact to establish collective relationship to maintain discipline in the classroom. -Utilization of technology to update and inform as many parents as possible. -Increase availability of counseling. -Continued growth in the use of differentiated instruction to engage students in classroom instruction. -Rtl will monitor academic and behavioral issues and work with all concerned parties to intervene with appropriate accommodations.

Action Steps:

AS3.1.1 Strategy Implementation

Description:

-School wide established code of conduct for expected behaviors and rules for carrying out daily operations in the school. -Common grade-level procedures establish expectations and consequences. -Parental contact to establish collective relationship to maintain discipline in the classroom. - Utilization of technology to update and inform as many parents as possible. -Increase availability of counseling. -Continued growth in the use of differentiated instruction to engage students in classroom instruction. -Rtl will monitor academic and behavioral issues and work with all concerned parties to intervene with appropriate accommodations.

Benchmarks:

-Faculty and staff will establish rules and procedures for operation in classroom, lunchroom, hallways, library, etc. -Teachers will establish an ongoing relationship with parents early in the school year. -Establishing and continuously monitoring counseling with school counselor for students referred by teachers, parents, and/or administrators. -Continued professional development in the area of differentiated instruction. Teacher anecdotal log of student behavior and parental contact will be kept and shared with administration. -Administrative monitoring of disciplinary referrals for said group of students.

Interventions:

-Faculty and staff will establish rules and procedures for operation in classroom, lunchroom, hallways, library, etc. -Teachers will establish an ongoing relationship with parents early in the school year. -Establishing and continuously monitoring counseling with school counselor for students referred by teachers, parents, and/or administrators. -Continued professional development in the area of differentiated instruction. Teacher anecdotal log of student behavior and parental contact will be kept and shared with administration. -Administrative monitoring of disciplinary referrals for said group of students.

Resources:

-Administration, faculty, and staff coordination and communication

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

Teacher Mentoring:

Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

The formal mentor program was discontinued last year as repeated years of pro-ration and reduced funding has taken its toll. LMS continues to have department heads who initiate leadership and are available for consultation to others in their department. Planning periods are scheduled so that all teachers in each specific department have the same planning period. Collaboration for vertical planning is addressed in planning time and special meeting times are instituted to meet with the two other schools for vertical planning.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

No State funding is provided for professional development for the 2011-2012 school year. Title I and II funds do allow for some budgeting for professional development. Our present Title I budget allocates \$4500 for professional development to include registration fees, lodging, travel, meals, and substitute teachers. Workshops attended for further training will be research based with the goal of learning new strategies to improve student classroom performance and scores on the ARMT.

Transition:

Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

Department teachers coordinate for vertical planning to assure that students are prepared to address the next year's learning standards. The upcoming grade to transition from elementary to middle school each Spring gets to tour the building and meet the faculty. Administration also provided parent meetings to address any concerns of parents. The FCCLA from the high school has provided a student led, multi-session, class to prepare eighth graders for high school and a Spring field trip is made to introduce the upcoming students to the faculty and staff and the facilities. The high school guidance counselor visits the 8th grade classes to help students develop a four-year plan and register for their classes.

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

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. Teachers are encouraged to attend professional development and obtain higher professional degrees to continuously improve their teaching knowledge and skills.

Assessments and Teacher Involvement:

Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

At the beginning of each academic year, teachers meet in departmental teams with the principal to review the strengths and weakness of the previous year's standardized testing. Teachers lesson plans are to indicate extra emphasis on any standard which indicated a weakness of the students on the standardized tests. On grade levels, teachers will meet to plan cross-subject activities. In addition, the connections of mathematics to each subject area is being emphasized this school year in all classrooms since it is a weakness on the ARMT.

Special Populations:

Describe procedures used for each group of Migrant, English 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 counseling services and school supplies to meet basic needs. Special education students are educated in inclusive settings, but can receive additional

support through the special education teachers in small groups.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used 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.

Applies Only to Secondary Schools

N/A

Extended Learning Opportunities:

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.

In addition to the resources provided by the special education department, before and after school tutoring is available and provided to any student. These resources are funded by Title I and teachers also volunteer their time as needed. C.L.E.A.R. Inc., a non-profit community service, is housed in our former school building and provides weekend tutoring and mentoring for disadvantaged students. Our Board of Education provides partial funding for this program.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

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 to be 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:

- 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

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 by offering morning and evening meetings, with a combined format of hands-on as well as lecture. 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. These invitations will solicit parental input.

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.

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.

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.

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:

(1) 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, as well as additional Title I parent meetings held throughout the fall 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.

(2) 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)

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 is 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.

(3) 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 that parents are our partners. 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.

(4) 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 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. Our school system is currently developing a 21st Century Community Learning Center Program that will provide a focus on parental involvement activities and ensure that CIP goals are being addressed.

(5) 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.

(6) 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.

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.

Newletters, 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.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

(Note: Professional learning activities must be linked to Alabama's Standards for Professional Development and Alabama's Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

Learning Activities:

Professional Learning Opportunities

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

To meet the needs of all students learning styles (especially special education and EL) through professional development opportunities for faculty members that will translate to improvement in student performance on the ARMT.

What types of professional learning will be offered?

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

When will the session be delivered?

Throughout the 2011-2012 school year.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Student performance will improve on ARMT in both reading and mathematics and teachers will work closely with special education and EL students to meet their specific needs.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Lesson plans will reflect strategies. Math and science teachers will participate in AMSTI and implement AMSTI best teaching practices. Teachers will attend professional development that will be offered throughout the school year. Principal observation will also be included for all teachers. Assessments will also be given in order to monitor student progress.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$...00

Local funds and Title I funds

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	21.38	21.38	1,355,297
Administrator Units	1	1	106,381
Assistant Principal	.50	.5	81,866
Counselor	1	1	72,721
Librarian	1.25	1.25	69,122
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			0
Library Enhancement			0
		Total of All Salaries:	\$1,685,387.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

- 2 Teacher Units - \$104,052 (including benefits)
- Sustitutes for Teacher Units - \$900
- Professional Development Travel (In-State) - \$2,500
- Software - \$2,200
- Professional Development Substitute Teachers - \$900
- Professional Development Registration Fees - \$1,400
- Before School/After School Tutoring Program - \$10,710.76

Grand Total - \$122,662.76

Total : 122,662

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

\$85,529 for Instruction and/or Instructional Staff Development

Total : 85,529

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

\$17,062 Materials and Supplies

\$2,000 Instructional Staff Development

\$363 General Administrative Costs

Total : 19,425

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total :