



2023-2024 Litchfield Middle ACIP Plan

Title I Schoolwide Diagnostic for ACIP

Litchfield Middle School
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United States of America

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Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- Title I Schoolwide Diagnostic
- ACIP Assurances
- Parent and Family Engagement Diagnostic
- Coordination of Resources - Comprehensive Budget Diagnostic
- eProve™ strategies - Goals & Plans

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

In August and September of 2023, the professional development team and school leadership team that included parents, school stakeholders (reading/math teachers, counselor and administrator) met and began discussing and reviewing local academic data, attendance data, discipline data [SIR], mental health referrals, McKinney Vento data, ML data, survey data, Educate Alabama teacher performance data, RTI data, technology plans, professional development, progress monitoring data, evidence based programs, and resources available. Relevant data (STAR, ACAP) was collected and presented to the staff on August 21, 2023. In our analysis of the data, gaps in student achievement were identified. The staff completed surveys on concerns and needs for EL students, learning loss due to pandemic, professional development, budget needs and parental involvement. The leadership team met and used the information to draft a CIP. The draft was then presented to teachers and parents to review.

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

The results of the comprehensive needs assessment revealed that our needs are still focused on the areas of teaching and learning and professionalism. The results of the comprehensive needs assessment revealed that our needs are focused on the areas of teaching and learning to increase the number and percentage of students achieving proficiency or mastering standards in reading and math. We will also engage in professional development to help our students achieve in a traditional and/or virtual setting to improve our professionalism. Teacher effectiveness data revealed that teachers require, and express an interest in, pursuing continued professional development in the areas of writing, math numeracy, using technology resources and facilitating learners' individual and collaborative use of technology, and self-assessment of their technological proficiency. Teacher survey results revealed a need for professional development in communicating and working with all parents and especially EL parents and EL students. Professional development in reading, writing, math, and vocabulary strategies for all students is a need. Teachers also see a need for additional strategies to implement our school-wide discipline plan and to strategies to address the social and emotional needs of our students. In the area of budget planning, staff members see a need for additional technology equipment and instructional support and a need for more Chromebooks, Viewsonic boards, and replace/ upgrade existing technology equipment

3. What conclusions were drawn from the results?

The data obtained revealed validated our decisions to continue focusing on math and literacy skills while using social distancing measures creating smaller class sizes, extra intervention, and lengthening instructional times in classes. The use of our afterschool tutoring program will allow us to recommend and direct extended instruction to the students in a hands-on approach with evidence-based programs in a smaller group setting.

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

Based on the current and past data, we concluded that in moving forward, data indicates we need increased funding in the areas of technology and personnel to meet the needs of all students. As the implementation of the Alabama College and Career Standards continues, along with a renewed focus on ARI strategies, more training is needed on standards-based instruction. Perception data indicated that stakeholders feel welcome at LMS as encouraged to be involved by the school in their child's education. Perception data also indicates that as a school, we can do a better job of educating parents about our curriculum programs, offerings, and tiered instruction strategies and using POWERSCHOOL. Using the PTRC to provide parents with more hands-on learning strategies to help their children during out-of-school learning time is essential. As a result, we understand that many of our students are dealing with issues that are beyond their control, causing it to affect their academics. One goal is for the parent to take a positive, active role in their child by providing more academic and social activities for parents and community members. Also, the staff needs guidance on how to deal with students as a whole child. Teacher implementation using best practices in Reading, Writing, and Math is needed to increase student proficiency. Skills based instruction will be targeted for students not meeting mastery.

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

Litchfield Middle School goals reflect current student assessment data and perception survey results. Academic goals are based on current student achievement data and cultural goals that relate directly to current school needs as identified by survey results and various types of stakeholder evidence. Goals are connected to the priority needs of students as based on data and continuous progress monitoring/data analysis. Overall, parents, teachers, administration and our community are satisfied with the job the school is performing. As educators, we recognize the need to reevaluate programs and strategies implemented. Our commitment is to remain consistent and intentional with regards to teaching our core curriculum with a primary focus to teach to the standards with individual needs met. The LMS staff is committed to develop a strong foundation to increase learning for all students.

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

The goals were designed using the various types of data that resulted in the needs of the school. Based on perception surveys, student achievement data, teacher qualitative data, Parent input, leadership team input and faculty and staff survey data, current goals were formulated with critical initiatives and action steps to help guide the school improvement process.

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

Goals are created to meet the needs of all students at LMS. Special recognition is given to disadvantaged students in meeting their needs, supplementing the existing curriculum offerings with directed funding in the areas of intervention and technology. Services for children with limited English proficiency, children with disabilities, and McKinney Vento [Homeless] children provided in order to increase the program's effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. The core ESL Program is provided by the regular classroom teacher. Supplemental assistance is provided in English Language acquisition by pullout and in-class, tutoring and through monitoring as needed by the EL Teacher. Students participate in regular education programs and extracurricular activities as all students do without any barriers. Additional supports are provided for these students through Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the school-wide program in addition to special education services. Homeless children receive services through district programs and homeless liaisons. In addition, all homeless children are eligible for assistance through the district homeless grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. Gadsden City Schools ensure that information related to the school parent program, meetings, and other activities are sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and in a language the parent can understand. Every effort will be made to communicate with parents in their primary language. Every student in grades 6-8 are given an assessment. Every student takes a STAR Reading and Math test three times a year, or more if needed for progress monitoring purposes. All students are using various programs, for which the teacher monitors the appropriate level of instruction. In addition, each teacher gives teacher-made tests and textbook unit tests for classroom assessment. They meet in grade-level meetings and faculty meetings in which all the data is discussed. The Board of Education has developed charts of testing data that compare the most recent tests with the test from the previous year and a useful sandbox of our students to show our students' scores. The team will meet and present each grade with the graphs/charts. From this meeting, each teacher will

discuss and will be asked to look at strengths and weaknesses to ensure that weak areas are being covered sufficiently before the upcoming spring assessments. Teachers will involve parents in conferences and discussions about their child's progress. Testing data is evaluated by the RTI Team when a student is referred.

Teacher representation and input is included on the schools' budget committees, textbook selection committees, and school calendar committees.

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

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

Goal 1: Engage and Empower the Learner Through Technology Measurable

Objective 1: 50% of students grades 6-8, Black, Asian, White, Economically

Disadvantaged, Gifted & Talented, Hispanic, Latino, Students with Disabilities,

English Language Learners, Two or More Races, American Indian, Alaskan Native,

Native Hawaiian, Pacific Islander & Other will demonstrate proficiency in using the

Chrome Book to expand Career and Technical knowledge and learning strategies, by 5/21/24 as measured by 100% of students having daily access to Chrome Books. Strategy 1: Chrome Books

in the classroom. Litchfield has resources providing 1:1 access to Chrome Books for each

student in the classroom. We will continue to implement and support this initiative by ensuring that students have access to technology devices. Maintenance and upkeep of the devices will

be a priority. Appropriate software will be obtained to support the use of devices. We have

purchased new Chrome Books in an effort to phase out old outdated Chromebooks. The

Chrome Books are being introduced as a new classroom resource for learning and instruction.

Category: Develop/Implement Learning Supports Research Cited: Activity: Chrome Books in the Classroom 1:1 initiative.

Activity Type: Academic Support Program Begin Date: 10/15/23 End Date: 05/24/24

Funding Amount & Source: 5,000.00, Title I Part A Staff Responsible: All staff

Measurable Objective 2: 10% of students grades 6-8, Black, Asian, White,

Economically Disadvantaged, Gifted & Talented, Hispanic, Latino, Students with

Disabilities, English Language Learners, Two or More Races, American Indian, Alaskan Native,

Native Hawaiian, Pacific Islander & Other will demonstrate proficiency in using digital tools,

individually and collaboratively, in and out of the classroom to gather, organize, evaluate

investigate, share and present information in Career & Technical by 05/24/24, as measured by combined frequency index measured by the ASSIST Teacher Survey (Currently -46.48%). Activity

Type: Parental Involvement Begin Date: 10/13/23 End Date: 05/24/24 Funding Amount &

Source: \$10,365.00 General Fund Staff Responsible: Principal Activity - STI Home Portal

Provides parents the ability to view student grades and assignments in real-time.

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Activity Type: Parental Involvement Begin Date: 10/13/23 End Date: 05/24/24
Funding Amount & Sources: \$13,048.00, General Fund Staff Responsible: Teachers & Principal
Activity: Telephone/Email/Fax, Litchfield Middle School has a 1:1 Chrome Book Initiative. All students have Chrome Books to use daily in the classroom. We have purchased Chrome Books as a new resource for learning and instruction. Activity type: Technology

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

All students, especially those at risk, can be referred to our school-based mental health program. All middle school students participate in a Team Time advisory class that focuses on academic, personal, and career goals, as well as team-building and character education. These classes meet each week with teachers serving as academic advisors. Teachers will use a mastery monitoring program to effectively and efficiently assess and monitor student mastery of the CCRS in all core classes through the assistance of a teacher mentor during team time class once a week. Students who do not respond to the strategies will receive assistance through one or more of the following methods: 1) Peer tutor 2) Co-Teaching 3) Small groups 4) Students who are not performing on grade level will be referred to their grade level's RTI team. If requested by special education, students will be administered a vision and hearing exam to identify any medical conditions that may serve as a learning barrier for the student. Students who do not respond to Tier II intervention strategies will be referred to Tier III strategies. These students will participate in a Scientifically Researched Based Intervention Program. 5) School social workers work with at-risk students with truancy, behavior, mental health challenges, and academic progress. 6) School counselors work with students who are at-risk 7) RTI

3. 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 After-school program provides tutoring for students and help with completing homework and assignments. The program also provides enrichment activities. We provide a Community Learning Academy which provides assistance for many at-risk students. These students have a chance to get homework assistance and complete work through computer aided instruction. These students also participate in STEM and STEAM lessons. We also have a Gadsden City Schools Parent Teacher Resource Center that allows parents to check out materials to help their child. LMS also has a summer program that is conducted for 4 weeks to ensure students do not experience the summer slide.

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

All students at LMS, including migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent have access to all services and programs available, including free/reduced lunch, Title I services, special ed. services, corrective reading/int. classes, and counseling services. Also, LMS uses various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. The counselor and/or secretary will identify limited- English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA ACCESS Placement Test to see if they are eligible to receive services through the ELL program. Parents or guardians have the right to waive the Title III Supplemental ELL Services. If the parents or guardians agree for the student to receive services, an ELL committee convenes to determine the appropriate services for the student to receive. A variety of services to all ELL students is provided; such as content-area tutoring, ELL pull- out for individual support, and content-based ELL remediation. Our system-wide ELL coordinator ensures services are provided for all ELL students at Litchfield Middle School. The ELL committee reviews each student's progress annually. A bilingual instructional assistant also serves as an interpreter to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The office has a copy of all documents posted on the website. If the student scores proficient on ACCESS, and is performing on grade level (determined by grades, teacher recommendation, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for 3 years to ensure success. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children

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and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated neglected/delinquent students are identified at LMS when contacted by one of the following sources: DHR, Social Services neglected/delinquent students are eligible for all services and programs available to the rest of the student population, including free lunch, Title I, ELL, Special Education, and At-risk. We have policies and procedures in place to identify students in each of the above groups. We also have procedures in place to ensure that these students receive appropriate assistance

and services. Migrant- Parents answer employment survey questions to help us identify students who might qualify for the migrant program. Students who we believe may qualify are referred to the district migrant program manager, who conducts further research to determine the student's qualification. Migratory students are traced by the migrant program manager and the school counselor. Extra support is provided in the form of teacher and personal assistance. English Language Learners-Parents answer language survey questions to help us identify students who might qualify for the EL program. Respondents who select any language other than English are administered a language screening by the district EL staff. Students who are found to need extra services are placed in the EL program. Extra academic and personal assistance are provided by the district EL staff and the school. Student needs are tracked by the district EL teacher. Economically Disadvantaged - LMS has a very high (94%+) population of economically disadvantaged students. School-wide services are provided to students based on needs. We have programs in place to provide free lockers and school supplies to all students. Other academic and personal assistance is also provided. Special Education - All students at LMS participate in a universal assessment screening to identify at-risk students. RTI provides extra assistance to identified students. The PST team works to identify students for whom RTI is not successful. Those students can be referred for special education testing if the committee feels the need warrants it. For students identified as needing special education services, an individualized education plan is developed by a team to determine the appropriate course of instruction. There are special education teachers on staff to monitor the implementation of the IEP. Homeless - The counselor is responsible for identifying students who potentially qualify for assistance through the district homeless program. Identified students are referred to the district homeless coordinator to determine if they qualify for services. Students who are found to qualify are provided extra academic and personal assistance by the homeless coordinator and the school counselor. EL - an EL teacher provides support for these students during the school day. The Title I Plan addressed the needs of economically disadvantaged students. Two Special Education teachers support these students. Homeless students are supported through a grant.

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

Litchfield Middle School provides opportunities for the participation of parents with limited English proficiency. Resources and personnel are available from the Gadsden City Board of Education Federal Programs Office to assist with translation services. The staff of Litchfield Middle School will contact the Federal Programs for guidance and assistance with translation needs. Bilingual personnel at Litchfield Middle School are available as needed for parent conferences to help with interpretation of academic results. LMS will provide, whenever possible, written communication in a language that the parents can understand, or will provide a person who can speak the parent's native language to facilitate understanding. School information is provided to parents in a language that they can understand through interpreters or in forms/letters in the home language. Students are monitored in instruction and assessment, and are provided accommodations by district personnel who also assist core

teachers and EL students in the classroom. Students receive pull-out sessions with the resource staff based on ACCESS data and WIDA standards, in addition, the school district has been assigned a Regional ELL Coach to assist with Professional Development & Instructional Strategies. Students who do not make progress will be provided supplemental one-on-one or small group tutoring, with the EL teacher to work on specific areas in which the student is experiencing difficulty. After each interim assessment (benchmark) has been administered (end of 4-week grading period, and 9 weeks grading period), the ESL teacher will collaborate with classroom teachers during grade level meetings to adjust/amend goals based on students' progress. We utilize Transact which will translate documents into any language. 6. What is the school's teacher turnover rate for this school year? Six new teachers, one Social Science teacher, one new English Language Arts teacher and two Special Education teachers, one EL, one Strings teacher.

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

One new teacher (one English Language Arts Teacher)

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

The average teaching experience for the staff is around 15 years. The Social Studies department average is 2 years. Math department average is 18 years. English department average is 23 years Science department average is 12 years. There are 5 teachers who have 0-2 years, 4 teachers who have 3-9 years, 0 who have 10-15 years, 8 who have 16-24 years and 4 teachers who have 25+ years. (21 total)

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

NA - there is not a high turnover rate. There has been a concerted effort to change the culture of the school in order to provide a more concentrated learning environment for all. The class sizes are also smaller at this school. The school participates in Mega Conference for professional development training opportunities. Instructional coaches, and AMSTI specialists support teachers in training and professional development. Mentoring programs are utilized to mentor and guide new teachers.

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

Professional development is determined by professional needs identified at the end of each school year. The communication of the Building Leadership Team and open discussion in regularly scheduled faculty meetings is invaluable to networking and brainstorming areas of need. The faculty is surveyed regarding goals for student learning. Teachers are provided with training and implementation help on College and Career Readiness standards by our

Instructional Partners and local university training through the JSU Inservice center. Faculty is also trained in using the Problem-Solving Team approach to identify and address student learning needs. Professional Development is geared to improving instruction of new standards through technology-based programs. New teachers are given support by assigned teachers and instructional coaches. All teachers collaborate with fellow teachers in grade level and data meetings regularly. The data meetings consist of STAR testing, ACAP, IXL, and Progress Monitoring results. Each student's weakness is identified and shared with the teacher. The district's instructional coaches provide embedded professional development on an on-going basis. Technology training is provided to improve use of technology by students and teachers. Additional professional development is provided, based on findings during the data meetings throughout the year. Data meetings - to learn more about student proficiency and instructional practices. Instructional support in the classroom by instructional coaching. RPT/ARI coaches and AMSTI specialists support.

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

Technology training to improve use of technology, online, and virtual teaching/ learning by students and teachers. Additional professional development training is provided, based on findings during the data meetings throughout the year. Data meetings - to learn more about student data and instructional practices.

Instructional support in the classroom by instructional coaching. RPT/ARI coaches and AMSTI specialists support.

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

Gadsden City School District has committed to that process and has recognized that a structured and formalized mentoring program invests heavily in the success and retention of our new teachers and the achievement of all of our students. New teachers with less than two years of teaching experience or any teacher who is new to the learning environment at GCSD, participate in a One -Year Mentoring Program--a formal and structured locally funded program to ensure the support and guidance of new teacher professionals. Mentoring, when done effectively, creates a partnership between two individuals--the mentor and the New Teacher. The goal of the mentoring program is to provide support for the New Teacher and allow them to have an opportunity to meet with their mentor and discuss/share successes and concerns, and pinpoint areas for improvement. As a mentor, we hope that you will experience enhanced leadership skills, renewed growth, and the satisfaction that you made a difference for a beginning teacher in your advice and support. New teachers are given support by assigned teachers and instructional coaches. All teachers collaborate with fellow teachers in grade level and data meetings regularly. The district's instructional coaches provide embedded professional development classroom, and instructional support on an on-going basis.

12. Describe how all professional development is “sustained and ongoing.”

The professional development is supported by the administration and instructional coaches. It will continue throughout the school year. As new technology, and or teaching environments change, administration provides teachers with support and professional development training to adapt and adjust to each situation as needed. We video sessions so that new teachers may view the sessions if they are not present during the PD. Also, teachers who have weakness in the area of the PD will be allowed and encouraged to watch the PD videos, stored in the Cloud, so that they can embed the training into their lessons.

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

Litchfield Middle School recognizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and/or from the current school to the next school. The following transition activities are offered: A building visit from the rising 5th grade class during the month of March. A 6th grade orientation during the summer month of August- students are allowed to practice opening lockers, locate their classes for the next school year, and meet with all 6th grade teachers. 8th grade students attend an orientation at night during the month of March at the high school. Students are allowed to complete schedule requests, purchase lockers, and meet with all 9th grade teachers. 5th Grade Move-Up Day. Upcoming 5th grade students visit the LMS campus to tour the school, meet teachers, and are introduced to the policies, procedures and expectations of middle school (6th grade). High School Counselors visit LMS to meet with 8th Grade students/parents to discuss course offerings, and gather information about material requirements, timelines for schedules, and General and Career & Technical courses offerings in 9th grade. *8th Grade students participate in a Move-Up day where they tour the High School to familiarize them with the layout of the campus, meet teachers, tour various departments, and are introduced to the policies, procedures, and general expectations for the upcoming year.

14. 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 Elementary Schools)

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students, and will be eligible to receive free or reduced breakfast during the

school day. Such students will have equal access to all programs and services available. All children of foster, single provider, (including single pregnant women), displaced homemakers, and limited English proficiency parents must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. Students of all the above listed groups are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Students are eligible for all services and programs available to the rest of the student population, including free lunch, Title I, ELL, Special Education, and At-risk. Students are scheduled into career and technical education classes based on students' interests and requests. There are no barriers to participating in these classes based on any of the above qualifications.

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. 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?

Core subject teachers meet monthly to discuss how implementation of mastery-based learning is going for the students. Time is spent at professional development and staff meetings to discuss the data as a whole school. STAR is given three to four times a year to help monitor student growth and understanding of standards. Struggling students are progress monitored weekly by specialists or classroom teachers to see if the interventions are working. Meetings are additionally held with RTI teams to discuss students that are still struggling. Finally, the students' STAR and ACAP test results will be evaluated yearly to help determine any needs of the school and individual subject areas. An independent person evaluates the plan manually. The school will evaluate the plan looking at data during data meetings. The leadership team will review data from walk-throughs and grade level and faculty meetings. The PTSO will also be asked to provide support through parent surveys, and students will participate through student surveys.

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

We monitor student's progress through pre-assessments that are given at the beginning of the program/unit and use post-assessment to determine their progress on the standards in the content area. Mentor teachers meet with students once a week to discuss areas of growth in addition to improvement areas that the student still needs to work on. The mentor teacher also helps the student set academic goals to achieve the levels they need to meet. Teachers will meet with parents throughout the year to discuss any academic needs of the students. The school uses the STAR and other assessments from digital content programs to measure the achievement of students from the beginning of the school year to the end. The data from ACAP

and STAR assessments is dis-aggregated, and each teachers' assessment data is examined regularly. Instructional decisions are made based on the data being reviewed. Students are provided support through Tiers II and III, in intervention classes taught by the most qualified teachers in reading and math.

3. 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?

School administration and the CIP team analyze the results from the surveys and collaborate to ensure that school wide programs that receive low marks are targeted for improvement or cancellation if needed. Our plan is a living document. Periodic checks are implemented to determine if the plan is working. Data is reviewed on a regular basis during data meetings and adjustments are made as necessary.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

NOTE: Not all schools receive all of the funding sources mentioned.

1. 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.

Title I Money is used for salaries of staff to help in the goals of increasing reading skills to the level of college readiness. Money is also set aside to tutor students in the areas of math and language arts (including reading and writing). Money is also used in the purchase of computer software and instructional supplies to help students and to individualize instruction for all students in all core subjects. Parent Involvement money is used to help increase communications with parents and to help get parents more involved in the education of their children. Money for staff development is used to help train staff to more effectively implement mastery- based instruction to help increase the achievement of all students, especially in the areas of math, reading, and writing. Finally, Title 1 money is used to help fund home internet for students so they are not limited to working on their instruction in the school setting but are able to have access 24/7. Computer-Aided instruction programs have been purchased for use in individualized instruction through grants such as Teacher Wallet and Next Generation Learning Challenges (NGLC). Additional software will be purchased through Title I funds as well as professional development paid for through those funds. Teachers will continue to be trained on implementation of College and Career Readiness Standards through Vertical Team Meetings during the school year. *** State Foundation Funds LMS' Cost Center FTE Teacher Units (Total State and Local Units in Place 15; 12.95 Earned Units for 2022-2023 Administrator Units - Earned Units (1.5); 2 Currently in Place Counselor

\$70,261.00 Librarian \$67,789.00 II. Federal Funds Title I - Improving the Academic Achievement of the Disadvantaged The district receives \$2, 321,123.00. The district total set aside is \$1,125,783.00, which is used for indirect costs, professional development, LEP, Homeless, Technology, Nurses, Parental Involvement (required 1% set-aside), outside evaluators, and the Gadsden City Literacy Program. The remaining \$1,195,340.00 is allocated to the 8 Title I schools. LMS - \$169,214.78 Title I - \$500.00 of this is spent on Parental Involvement at LMS. The balance is spent on a full-time Instructional aide, 1 intervention teacher, nurse, part-time computer technician, copy machine rental, substitutes, supplements, student educational supplies, telephone, other travel, materials and supplies, computer software, furniture/fixtures, audio/video, computer hardware, professional development substitutes, professional development stipends, travel, professional development & instructional supplies. \$24,875.00 Title I Carryover Carry over funds will be spent on Elmo document cameras, computers, copiers, instructional supplies, copy paper, toner, other supplies. LMS received a total allocation of \$129,687.00. Title II

Professional Development Activities The district receives - \$398,631.00

Administrative allowance for Indirect costs: \$3,839.00. Professional Development training and Mentoring: \$59,510.14. Non-Public Professional Development \$15,457.86. Class-size reduction: Three Class-size reduction teachers will lower the pupil teacher ratio at Floyd, Adams and Striplin Elementary schools: \$173,415.00. District Staff for Professional Development - \$146,419.00. Title III English Language Learners \$71,427.00 The district provides an EL Coordinator who oversees the entire EL Program, including the core Title I supplemental, and the Title III supplemental programs. (1) Certified EL teacher (.30 FTE's), (1) Paraprofessional (.05 FTE's) Rotating among schools to ensure supplemental services for teachers and students.

Required Professional Development for school staff, district EL staff will be provided through SDE SAMUEL training as well as local training. Title V Safe and Drug-Free Schools - N/A Career and Technical Education - Perkins IV; Basic Grant (Title L) N/A Other 21st Century - \$125,000.00

*****Project SMARTS will serve 80 students in 6-8th grades at LMS. The CLC will operate an after-school program 4 days a week, 144 days each year-36 weeks a year, during the school year from 3:00-5:30 p.m. The after-school program will operate 2.5 hours each day; 4 days/ week/10 hours per week. It will also offer a summer program M-TH. Certified teachers will begin at 8:00 a.m. and will work until 4:00 p.m. The summer program will exist on a rotation basis with teachers to ensure that teachers do not work over 40 hours each week. The Summer program will operate 8 hours each day; 32 hours each week. Needs to be addressed: 1) Academic tutoring and enrichment activities in reading, math, and science that are aligned with CCRS. 2) Motivational activities to show students how to make productive use of their leisure time. 3) A secure place and time for homework completion with assistance. 4) Enrichment activities that promote recreation, cultural arts and the environment. 5) Service learning projects to demonstrate the benefits these provide to the students as well as the community and other people. 6) Support for families, parenting, enrichment, high school equivalency and post high school training and education. 7) Training for our teachers and parents. McKinney-Vento Homeless Competitive Grant The grant will fund (.40 FTEs) for a Homeless Liaison, instructional materials, health items, hygiene, coordination among agencies, conference registration for

instructional purpose. Grant Requested \$50,000.00. The program supports each of the school-wide goals. They provide additional individualized support to students. Intervention in math and reading is provided for students, and support in classroom instructional strategies is provided for teachers via instructional coaches.

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

The State of Alabama Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2023-24 school year, the state is funding 12.9 units. These units will include teacher salaries, benefits, teacher supply money (if applicable), library enhancement (if applicable), professional development, ELL, and textbooks. A budget detail is enclosed in this plan. Title 1 - Part A (Federal): This money is used to supplement regular funding programming. For the 2023-24 school year Title 1 monies are being used to fully fund zero reading coach's salary. Salary for other technical support. Monies are also used to and a technology supplement - \$3,600. Additionally, Title 1 money is being used to purchase instructional supplies, instructional software, computer hardware, after school home Internet access, innovative instructional programs, tutoring, parental involvement materials, and professional development activities. This budget total of \$43,550 is spent in addition to state/local money. Title II - Part A (Federal) This money will be used for Instructional Staff Development Activities in addition to state funded limits. Recruitment/retention activities must be approved by the Federal Programs Department and meet all NCLB criteria. The Title II budget for 2023- 24 is \$6,705. This money is used for Professional Development. Title III Budget for 2023-24 is \$0.00. Title IV Safe and Drug Free Schools (Federal): These funds are used for materials/supplies that deal with drug-free education activities such as Red Ribbon week. Students participate in these activities in addition to regular school activities. Title IV budget for the 2023-24 school year is \$0.00 Career and Technical Education- Perkins IV: Tech Prep (Title II) Funds of \$0.00 Title IV Safe and Drug-Free school funds received from this source are allocated at the district level for the benefit of the students. Career and Technical Education, Perkins IV; Basic Grant (Title I) funds received from this source are allocated at the district level for the benefit of students. Career and Technical Education, Perkins IV; (Title II) funds received from this source are allocated at the district level for the benefit of the school.

ACIP Assurances

Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

- NO
- N/A

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

YES

- NO
- N/A

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

YES

- NO
- N/A

Parent and Family Engagement

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. (Sec. 1116(c)(1))

All parents receive a letter during the first week of school inviting them to attend an orientation meeting/open house assembly during the first month of school. This announcement is also published in the local newspaper, School website, SchoolCast, and Facebook. At the meeting, usually during the middle of August and the first week of September, the school principal speaks to parents about school programs,

curriculum/state content standards, and continuous improvement plan/ parental involvement section, policies, school compact, and parent surveys. In addition, the middle school counselor speaks to parents about Title I program participation, its services, and parents' rights. Annually, LMS holds a Title I Parent Meeting to explain what it means to be Title I school. During the meeting the parents will be informed of the 1% allocation set aside and how parents can be involved. The LEA's Title I allocation is shown, and the amount for each school is shown and explained. Examples are given, and LMS presents the amount to our parents that we received for the school year. Parental Involvement (my school's portion of the 95% of the 1%). We discuss how the parents can be involved in the process, and how they can be part of the decision-making team regarding the 1% allocated for both system-wide initiatives and school level activities. An overview of the Continuous Improvement Plan is presented at the Annual Title I Parent Meeting. Parents are asked for input and areas of concern. Parents are invited to participate in the annual budget planning meeting. Parents are informed of the plan, and a committee of parents is asked to review the plan and make comments or corrections. The meeting takes place at LMS in September.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

Parents and community members are provided the opportunity to learn how Title I funds are used at Litchfield Middle School. Meetings focusing on the Title I School- wide program are held in August and September. The times are varied to accommodate as many parents as possible. We schedule a morning and evening time to meet with parents. Memos of scheduled PTO meetings regarding school and/or classroom policies, procedures, activities, and plans are sent home with all students to encourage parent participation. Parents are encouraged to schedule conferences with their child's teacher(s) as needed. The conferences are held at a date and time convenient to meeting the needs of the parents at our school. Flexible times and places are offered to reach our parents for our Annual Meetings.

Yearly orientation, prior to start of school (Summer) in morning/afternoon. Open House held in August (@ beginning of school year) in evenings. We provide parent teacher conference opportunities in the mornings prior to school, during the day (teacher planning periods), and after school to provide every opportunity for parents. We provide transportation (bus transport) for Special needs students in the mornings/afternoon. We provide home bound services for those who meet the criteria. We hold monthly PTSO meetings, which faculty and staff are required to attend.

2b. Describe 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).

Parent representatives work with a committee of school faculty and staff to develop Litchfield Middle School's Title I Compact each year. Three parent representatives are members of our school-wide planning team. Parents are invited to meet with our counselor/parent involvement specialist each year, as well as throughout the year. The school counselor offers a number of parent workshops on varying topics of interest. Parent surveys are used to obtain topics of interest. Workshops are held at varying times to accommodate as many parents as possible. Notices are sent out to all parents in a language they can understand inviting them to join and serve on Title I committee. Names of parents who wish to serve on the School Advisory Committee, and the LEA Advisory Committee are turned in to the Central Office. Parents sign up at the end of the Annual meetings at each school, and then the principal/district notifies those individuals when a work session will take place so they may give timely input.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Currently, our funds are being used to purchase informational items that are sent home each semester. Funds are also utilized to support Blackboard, School Website, billboards, and SchoolCast in an ongoing effort to improve home/school communication. Funds are allocated for processing parent communication materials such as: Newsletters, information packets regarding school procedures, counselor pamphlets, attendance, grade reports, school policies, parent compacts, and upcoming activities. Funds are allocated for substitutes to cover classes for work sessions. Funds are allocated for the Hispanic Heritage Festival to provide activities to include activities for diverse populations. Funds are allocated for end of the year "SOAR DAY."

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. (Sec. 1116(c)(4)(A)(B)(C))

At the beginning of each school year, the middle school principal and parent involvement specialist, meets with the Litchfield Middle School faculty after school, with parent volunteers present, to discuss strategies for improved parent involvement. Litchfield Middle School communicates regularly with parents in the following ways: SchoolCast messages, PTO meetings, CIP/Title 1 Meetings, Continuous Grade Reports in Blackboard, Nine-week report cards, Standardized test score home reports School website Written notices and memos may be translated into the parent's primary language with ELL and bilingual instructional assistant performing the translations. Litchfield Middle School works to provide timely information to parents in language they understand. Flexible times and places are offered to reach our parents for Annual meetings. Notices are sent out to all parents in a language they can understand to be invited to join and serve on the Title I

committee. Interpreters are present at the Title I meeting to assist parents. Parent names are turned into the Central office who would like to serve on the School Advisory Committee, and the LEA Advisory Committee. Parents sign up at the end of the Annual meetings at each school, and then the principal/district notifies those individuals when a work session will take place so they may give timely input. Each school has a set amount of money that can be spent for parental involvement. Each school and their committee will determine how that money will be used. Parents can send suggestions, and then the review team will review and make decisions. LMS sends home communications on a regular basis. Every new child that registers for admittance receives a Gadsden City School System handbook, and code of student conduct. Parents are informed that all handbooks and Code of Conduct books are available online, and hard copies are available upon request. LMS provides every student with an informative packet that includes data about the school, procedures, policies and activities. Pertinent information on how to reach the school is included in the packet. Standardized testing results are sent home with each student, and parents are invited to conferences if they have questions. Materials are available for parents use through the Gadsden City, and LMS Parent Centers. The counselor has informational pamphlets, and is available for conferences with parents who have special needs. Newsletters are sent home periodically, and at the end of each grading period highlighting student achievement. Notes are sent home to inform parents of all activities that are related to school. The marquees are used for posting announcements, dates, and upcoming activity times and dates. The Continuous Improvement Plan is placed in the principal's office, library, and Parent Place Armoire for parents to review.

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). (Sec. 1116(d))

The Title 1 Compact is a written agreement between the parents, classroom teachers, and students to work together to help the student achieve academic success. The compact serves as a guide, outlining the role that each party plays in the partnership of the student's education. A copy of Litchfield Middle School's Title 1 Compact is sent home at the first of the school year. The current compact will be reviewed and revised by the Continuous Improvement Plan Committee during the annual summer meeting. The three parents serving on the committee, as well as staff members will recommend making any revisions needed. All signed compacts are copied and sent home with students at the beginning of each school year. Copies are posted throughout the school. Teachers use the compacts at parent teacher conferences to address student success. The school counselor maintains a parent/ teacher contact log to utilize for documentation purposes. Each year in the Spring, the school invites parents to review the parent compact, and asks for input regarding any revisions or changes that they would like to see. This is a great way to partner with parents to address the schools' goals. Each year, the school sends home the Compact, and it is signed by the parent, student, teacher, and the school administrator. The Compact states that we are all going to work together. The Compacts are

returned to school, and are used for conferences throughout the school year. At the end of the year, a copy of the signed Compact is filed in the student's cumulative record.

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

Parents of Title 1 participating students (all Litchfield Middle School students) may make and submit any comments of dissatisfaction with the CIP to the LEA by mail, using one of the stamped addressed envelopes in the school office or by calling the federal programs office at the Gadsden City Board of Education (256) 447-8831.

Additionally, he/she may submit all concerns in writing to the Litchfield Middle School office. The school will then submit the noted concerns to the central office at the same time of the CIP submission. If a specific component of the CIP is not satisfactory to a parent, the parent will submit their comments in writing to the LEA Parent Advisory Council. The council will review the parents request or issue, and submit their findings in writing to the CIP committee in order to resolve any differences. If there are further resolutions needed, the Title I coordinator will meet with the committee.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Litchfield Middle School communicates state and local content, achievement standards, and school policies, procedures, plans, and activities to parents through the use of: Publications such as the State Department Report Card. Parent Emails

BLACKBOARD SCHOOLCAST Weekly and/or monthly calendars (paper and online)

Open House/orientation at the beginning of the school year Scheduled parent meetings at school - PTO and informational meetings Title 1 meetings Conferences with teachers, counselor, administration Technology Night for parents and students School website SMORES Newsletter

Litchfield Middle School provides assistance to parents of children in the area of progress monitoring using the Blackboard LMS Periodic progress reports and/or report cards

Achievement test results with easy to read explanations (results may be discussed during conferences which may be scheduled at a mutually agreeable time) Litchfield Middle School

strives to help parents work with their children by providing a centrally located parent resource library with books, magazines, tapes, games, etc. available for check- out. Planned after-hours

meetings to foster parental involvement in their child's education. ***At the 2023-2024 open house meeting, parents were provided with the Parent Teacher Center's address. They were also told how they could receive materials at no cost. Parents were directed to student classrooms to visit and discuss the State academic achievement standards. The Annual Title I Parent meeting was held in September, and the requirements of Title I, and how it affects children will be discussed at length. A copy of the Parent Plan, and the Students' Compact were distributed. Parent approval was requested.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall 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.

Litchfield Middle School hosts educational technology days/nights throughout the school year to help facilitate parental involvement in their child's education. Parents are afforded the opportunity to speak with the teachers about effective home practices for helping children succeed in school. Information can be made available through the counselor's office. Through PTO meetings, conferences with teachers, and other communication venues, parents may suggest their own ideas for involvement activities. Meetings with school personnel are coordinated upon request to address any concerns and/or ideas that parents may have for encouraging greater parental involvement. Conferences with teachers, the counselor, and the administration may be scheduled before, during, or after school hours. The goal of Litchfield Middle School is to provide activities that invite and encourage ongoing parent participation. To promote active participation, events are scheduled at various times of the day, as well as various days of the week. Local libraries lend books and sponsor programs to promote and support independent, life-long reading. Litchfield Middle School and local businesses sponsor the Bulldog

Bank student rewards program for student achievement and success. Litchfield Middle School is presently revising/fully developing an onsite parent resource center. The center contains up-to-date material (free and check-out) that helps parents learn how to nurture their children academically, socially, and emotionally. Parents are referred to our system's Parent/Teacher Resource Center. The PTRC provides materials and information to enhance student learning.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall 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.

The middle school counselor meets during orientation at the beginning of each school year to offer fresh opportunities for parents to become more actively involved in the school community. Our tech coach coordinates parent tech program studies, focused on strategies for improving student achievement. The middle school produces a parent newsletter via Smore each month that is emailed to parents. The newsletter contains resources for parents to help support their child's education. In addition, our students participate in the on-campus 21st Century Community Learning Center Program, which often provides a focus for parental involvement activities. Our counselor meets regularly with the 21st Century CCLC coordinator in an effort to maximize the benefits of all offered activities, and ensure all activities are aligned with CIP goals - to the greatest extent possible. Litchfield has employed a Title I Liaison to implement and coordinate parent programs, and build ties between the parents and the school. Parents are invited and encouraged to participate in the Annual Evaluation of the LEA Parent and Family Engagement Plan. The purpose of the evaluation is to ultimately improve the academic quality of the school. Each Spring, all parents have an opportunity to provide input and participate in the evaluation and FEP. Each Spring Parent surveys are sent to all parents in a language they can understand, and posted on the school Website and Facebook page.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall 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.

Litchfield Middle School strives to coordinate its parent involvement program to include all parents. Resources are available from the Gadsden City Board of Education, as well as the Federal Programs Office to assist with translation services. The staff at Litchfield Middle School

will contact the Federal Programs for guidance and assistance with translation needs when required. Bilingual personnel at Gadsden Elementary School are available for translation as needed. Parents are invited and encouraged to participate in the Annual Evaluation of the LEA Parent and Family Engagement Plan. The purpose of the evaluation is to ultimately improve the academic quality for the school. All parents have this opportunity every spring or a request if needed. Parent surveys are sent every spring to all parents in a language they can understand, and posted on the school Website and Facebook page.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Parent surveys are sent out each school year by the principal to solicit suggestions for needed support. Litchfield Middle School has an open-door policy and eagerly accepts parental requests. All accommodations for parents with disabilities are made when required. The locations of parent conferences are set to accommodate the programs presented by students at various grade levels, and to encourage parent and family attendance. Notices of scheduled meetings regarding school and/ or classroom policies, procedures, activities, and plans are sent home with all students to encourage parent participation. Parents are encouraged to schedule conferences with their child's teacher(s) as needed. Parents and teachers must mutually agree on a time and location convenient to both parties. The school counselor offers some workshops on varying topics of interest. Parent surveys are used to obtain topics of interest. Workshops are held at varying dates and times to accommodate as many parents as possible. Parents are invited and encouraged to participate in the Annual Evaluation of the LEA Parent and Family Engagement Plan. The purpose of the evaluation is to ultimately improve the academic quality for the school. All parents have this opportunity every spring or a request if needed. Parent surveys are sent every spring to all parents in a language they can understand, and posted on the school Website and Facebook page.

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

Litchfield Middle School, to the greatest extent practicable, provides opportunities for the participation of parents with limited English proficiency, and parents with disabilities. Resources and personnel are available from the Gadsden City Board of Education, as well as the Federal Programs Office to assist with translation services. Also, the staff of Litchfield Middle School will contact the federal programs coordinator for guidance and assistance with translations as needed. Bilingual personnel at Gadsden Elementary School are available as needed. Accommodations for parents with disabilities are made as required. Reserved handicapped parking is close to the side entrance of the school. Wheelchair-accessible ramps and water fountains are installed and working. The locations of parent conferences are always set to accommodate the needs of disabled individuals. Litchfield Middle School is a handicapped-accessible building. Every effort is made to accommodate parents with disabilities.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

ATTACHMENTS

Attachment Name

 22 - 23 Coordination of Resources





eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

Yes

No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 22 - 23 Coordination of Resources	Details of how the funds will be spent.	<ul style="list-style-type: none"> •
 Coordination of Resources - Comprehensive Budget - 2022-23	Coordination of Resources - Comprehensive Budget - 2022-23	<ul style="list-style-type: none"> •
 Goals Action Plan for 2022-2023		<ul style="list-style-type: none"> •
 Title 1 Leadership Team Signature Page		<ul style="list-style-type: none"> •