



ACIP

Rosa A. Lott Middle School
Mobile County Board of Education

Mr. Jason Golden
17740 Celeste Rd.
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Executive Summary

Introduction

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

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

Description of the School

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

Lott Middle School is a rural school in Citronelle, Alabama and located in the northern part of Mobile County. Currently, the school enrollment as of August 2017 is 487 students (increase of 43 students from the 2016-2017 school year) and serves students in grades 6, 7 and 8. Currently, we have 148 - 6th grade students, 178 - 7th grade students, and 161 - 8th grade students. These students are made up of 253 males and 234 females. Lott Middle School's feeder schools are Mc-David Jones Elementary School and Calcedaveaver Elementary School. The majority of Lott Middle School's eighth grade students attend the local high school, Citronelle High School. Lott Middle School is a diverse community: 63% of the students are white, 16% of the students are black, 19% of the students are Native American, 2% of the students are Hispanic and 0% of the students are Asian or Other. Lott Middle School employs 1 Principal, 1 Assistant Principal, 1 Counselor, 1 Librarian, 1 Intervention Teacher/Facilitator, 3 Math Teachers, 3 ELA Teachers, 3 Social Studies Teachers, 3 Science Teachers, 3 Elective Teachers, 2 Physical Education Teachers, 3 Special Education Teachers, 2 Special Education Paraprofessionals, 1 Retract Paraprofessional, and 1 Nurse for a total of 29 faculty members. The 29 faculty members include a demographic make-up of 66% of faculty is White, 21% of the faculty is Black, and 10% of the faculty is Native American and 3% of the faculty is Hispanic. The staff at Lott Middle School is made up of 1 Book keeper, 1 Registrar, 4 Custodians, 1 Plant Engineer, and 5 Cafeteria Workers that include a demographic make-up of 33% of staff is White, 42% of the staff is Black, and 25% of the staff is Native American.

100% of our students at Lott Middle School receive free lunch for the 2017-2018 school year through a federal program for Mobile County Public School System. The program is funded by the U.S.D.A. and is no cost to Lott Middle or the MCPSS.

Lott Middle School strives to make every effort to work with parents and the community in meeting the requests as related to their involvement and their child's education. Lott Middle School has a Parental Involvement Plan that describes how Lott Middle School involves our parents and our community in the process of implementing effective parental involvement activities to improve student academic achievement and school performance.

This policy which includes parental activities and procedures is developed and agreed upon using meaningful data and input from parents of all students and distributed to all parents.

As of the 2017-2018 school year, Lott Middle School's Principal, Jason Golden will return for his third year as administrator, and Melissa Whigham, assistant principal will begin her first year at Lott Middle. Our goal is to create a culture that embraces change and promotes continuous student achievement. We support and encourage a partnership between the school, the families, and the community members in order to increase student success and achievement.

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School's Purpose

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

The mission of Lott Middle School is to promote a safe and positive environment conducive for all students to learn. Each student will be nurtured with rigorous and relevant instruction to foster life-long learning. This will be accomplished by a caring and encouraging faculty and staff along with parental and community support. The vision of Lott Middle School is to prepare all of our students to enter high school ready to succeed at a level of excellence to be college and career ready. The motto at Lott Middle School is to Be Positive, Be On-Time and Be Successful.

Lott Middle School teachers focus on students who are not proficient in mastering particular skills. Strategies are identified and action steps are developed to provide opportunities for improvement and to identify the specific needs of non-proficient students. Departmental/Grade Level meeting time is utilized to determine student needs and to monitor student improvement. Lott Middle School's faculty and staff collaborate and share data on a formal and informal basis.

The following list outlines programs offered to students and/or used to monitor the level of student proficiency and achievement of established goals:

- RTI (Response to Instruction) - 3 Tier Approach
- Small Group Instruction
- Math and Reading Intervention Classes
- Differentiated Instruction
- Cycle of Instruction
- Reteach / Retest Policy
- Extended Day Tutoring
- Re-Direct Program
- Goal Setting and Conferencing
- PST (Problem Solving Team)
- Frequent Formative and Informative Assessments
- Think Through Math
- Moby Max
- Common Formative Assessments
- Make-Up Work Policy

The administrators and teachers at all levels meet to collaboratively analyze a wide array of test results and patterns of achievement to foster initiatives that reflect accurate and measureable evidence of student progress. In accordance with the Every Student Succeeds Act (ESSA) requirements, data analyses are disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan. Lott Middle School will embrace effective instruction based on rigorous and relevant expectations for all learners based on the CCSS, Common Core State Standards, as well as the CCRS, College and Career Readiness Standards. Our goal is to build a shared vision and communicate the vision, goals, objectives, and activities to focus on and reflect instructional effectiveness that will continue a culture of high expectations.

Lott Middle School teachers attend content grade level collaboration as well as across grade level collaboration and monthly scheduled meetings to discuss the data from the Scantron Reading, Math, and Science scores, PBIS referrals, course failures, Common Formative Assessments (CFA's), and end of quarter tests (EQT's). Benchmark indicators are given for each of these benchmark testing periods and used to evaluate students to determine which students need additional time and support. Teachers focus on students who are not being

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successful in mastering a particular skill. Student data and academic progress are used to plan intervention opportunities with the school day as well as the extended day. Strategies are identified and action plans are developed to provide opportunities for improvement and to identify the specific needs of at risk students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Lott Middle School's notable achievements include a new building that was just completed in August of 2016. The students and teachers started the 2016-2017 school year in the new Lott Middle School. The school is complete with a regulation size gym for middle school, science labs, a computer lab, along with many up to date technology features. In addition to the new facilities, Lott Middle School has also seen an increase in student enrollment. Lott Middle School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The embedded intervention occurs during the school day by a team of Intervention teachers and students are required rather than invited to devote the extra time and secure the extra support for learning. Our goal is to meet the needs of all our students and identify any student who is struggling at an early stage. Intervention will provide informal and formal support continuously until students are proficient based on their needs and / or until they reach grade level.

Lott Middle School teachers provide additional, explicit instruction for students who are struggling with concepts, strategies, or skills. The most basic intervention is the re-teaching of concepts, strategies, or skills immediately following the initial instruction, guided practice, and evaluation. Lott Middle School are expected to teach in a way that meets the needs of all students. Teachers will focus on effective, explicit first delivery of instruction that includes checking for understanding, high levels of student engagement, and reteaching. Reteaching will naturally occur during the cycle of instruction through checking for understanding, probing questioning, and engaging in the class discussion. Direct instruction and guided practice provide many opportunities for implementing reteaching strategies to ensure that 80% of our students reach mastery of content before a summative assessment is given by the teacher.

The Special Education department at Lott Middle School promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. Lott Middle School provides an Extended Day Program for students to receive additional academic instruction. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments. Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents.

Additional Information

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

All Lott Middle School teachers are certified and licensed and must follow grading parameters that are established by Curriculum and Instruction. The parameters are available on the MCPSS website. The grading parameters are set up to provide a framework for distributing assessments among designated categories. This helps to ensure the quarterly grades to be well balanced and reflect a more accurate measure of each child's learning. Teachers utilize data sources from, but not limited to, End of Quarter test (EQT's), STAR Reading and STAR Math, course failures, and PST referrals.

Lott Middle School and the teachers are striving to implement an innovative writing proposal that will allow our school to develop our own specific Common Core State Standards in order to meet our local needs. This implementation plan is a standards-based system and will be integrated across all content areas in grades 6 through 8 and each element of the plan is an essential part of the whole for student mastery of the standards. This Innovative Plan will promote a system of clear expectations for student achievement and educational equity. Our administrators, teachers, leadership team, in collaboration with our parents, students, community, and stakeholders will share extensive communication as we work together to achieve these common goals. We welcome and encourage participation from all stakeholder groups. This innovative plan will ultimately prepare our students for mastery of high school graduation standards since a focus on writing is an integral component of the high school common core curriculum. This plan will increase and assure that graduation rates will increase and graduates will be prepared for college and career opportunities without the need for remedial education or training.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The principal at Lott Middle School appointed the members of the school's leadership team which included the department chairs for English Language Arts and Math, the Media Specialist and Technology teacher. He also appointed to the committee, the Assistant Principal, Counselor and Title One Facilitator. In addition to the faculty, the Principal also chose parents to be on the committee that reflected the demographics of Lott Middle School Students. Finally, the committee included the School Improvement Specialist and the ELL representative for Lott Middle School. Lott Middle School's Leadership Team met on September 11, 2017 to discuss effective instruction using instructional tools such as Think Through Math, Moby Max, Edgenuity and STEM to promote higher academic expectations and positive relationships focused on rigor, relevance, and relationships for all teachers and students. This plan will provide opportunities for academic growth across the instructional curriculum that will cross over into each core area for professional learning, collaboration, and growth focused on high-quality instruction and increased student learning. Additional meetings were held after school hours to discuss individual roles and responsibilities, process changes (to ACIP), data analysis, due dates, and future meeting dates. Lott Middle School has a written Parent and Family Engagement Policy that is incorporated into our Continuous Improvement Plan. This plan describes how Lott Middle School involves our parents in the process of implementing effective parental involvement activities to improve student academic achievement and school performance. This policy which includes parental activities and procedures is developed and agreed upon using meaningful data and input from parents of all students and distributed to all parents.

Lott Middle School will accomplish much of this through our annual Title I Meeting to be held at the beginning of the school year. At that time, parents will receive an overview of the state's academic standards and assessments. In addition, an explanation will be given regarding Title I, what services will be offered and how the parents have the right to be involved in their children's education. They will also learn how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook which includes more detailed information on these topics and a copy of the parental involvement plan. Lott Middle School will offer a Meet the Teacher Day, Open House and Parent meetings wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.

ACIP work continues throughout the school year as academic assessment results, PST referrals, and course failures are disaggregated. Additionally, monthly PST meetings and departmental/grade level meetings are held to discuss student progress and/or align curriculum alignments to the CCSS and CCRS. Meetings are held with administrators, faculty, staff, parents, community stakeholders, and feeder pattern schools to share and discuss results. Needs are determined and instructional strategies are developed to improve areas of concern. Goals are set and plans are developed to incorporate checkpoints as we monitor progress. As needed, modifications are made to plans to insure that goals are met. Survey results, the School Incident Report, Attendance Reports, and Educate Alabama data are all analyzed by the CIP/Leadership team to determine at risk areas, as well as faculty strengths and weaknesses. School surveys are available online and hard copy formats and help provide valuable feedback about school climate and culture.

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

Jason Golden- Principal

Melissa Whigham- Assistant Principal

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Rhonda Harrison- Intervention/Title One

Heather Byrd- Counselor

Stephen Key- Technology

Rebecca James- Media Specialist

Tanisha Boyd- Language Arts Teacher

Rebecca Weed- Math Teacher

Paula Sullivan- Parent Representative

Ginger Harvey- Parent Representative

Robin Henderson- Parent Representative

Karen H. Dawson- Federal Programs, SIS

Carmen Ortiz-Bounds- ELL Resource Teacher

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

The Continuous Improvement Plan committee members, including parents, met to collaboratively examine and analyze a wide array of 2016-2017 test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress, the 2016-2017 School Incidence Report (SIR), Attendance Reports, PST Reports, Intervention students and Course failures, and school demographic data. The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (ACIP). We broke into subcommittees, including parents and community stakeholders, to determine our Needs Assessment for language arts, math, other core subjects and our school climate and school culture. When the draft was completed, this information was shared with the faculty and staff for their input for modifications and revisions. After the revisions, the ACIP was once again reviewed by the ACIP Committee and then submitted to the Principal for approval. Following the principal's approval, the final ACIP is submitted electronically for peer review of ASSIST by all divisions of Central Office. Feedback Reports on ASSIST will be provided back to the school in order to make necessary revisions before electronically submitting the final copy to the Superintendent for Board Approval. The final ACIP is shared with parents through Lott Middle's school website, a copy is maintained in the school's office and through the Leadership teams quarterly meetings.

Student Performance Diagnostic

Introduction

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

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|---|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | 2016-2017 STAR Reading Results and ACT Aspire Summative Data are attached. EQT Data from the 2016-2017 was not used as a measurement. | Spring 2017 Aspire Data 8th STAR Grade ACT Aspire 7th Grade STAR ACT Aspire 6th Grade STAR ACT Aspire 6th Grade STAR ACT Aspire Math 7th Grade STAR Math 6th Grade STAR Math ACT Aspire 2017 Fall Scantron |

Evaluative Criteria and Rubrics

Overall Rating: 3.75

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 1. | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined. | Level 3 |

Areas of Notable Achievement

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

Based on the 2016-2017 ACT Aspire scores,

Lott Middle School has 38% of students Ready or Exceeding proficiency in the area of Math. 6th Grade Math had an increase of 14% and additionally school wide an increase of 11%.

Lott Middle School has 39% of students Ready or Exceeding proficiency in the area of Reading.

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

Since 2014, Lott Middle School has shown progress in Math overall. School wide, Lott Middle had 21% proficient in 2014, 16% proficient in 2015, 27% proficient in 2016 and 38% proficient 2017.

Which area(s) indicate the overall highest performance?

While growth in Math was seen school wide, 6th grade math saw the most growth increasing 14% points. This can be contributed to the Think Through Math program, CMP3, AMSTI and teacher instruction.

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

Without the breakdown in data from the spring 2017 ACT Aspire testing, no subgroups can be identified.

Between which subgroups is the achievement gap closing?

Without the breakdown in data from the spring 2017 ACT Aspire testing, no subgroups can be identified.

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

Data from Think Through Math is also consistent with the data obtained from the 2017 ACT Aspire testing.

Areas in Need of Improvement

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

Based on the 2017 ACT Aspire testing, while there was growth in Reading overall, the expected gains were not as expected. Overall, Lott Middle School only increased 3% points from 2016 to 2017.

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

There were no areas that showed a negative trend in performance.

Which area(s) indicate the overall lowest performance?

According to the spring 2017 ACT Aspire Data, 7th Grade Reading showed the lowest performance with only 27% of the student being proficient.

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

Without the breakdown in data from the spring 2017 ACT Aspire testing, no subgroups can be identified.

Between which subgroups is the achievement gap becoming greater?

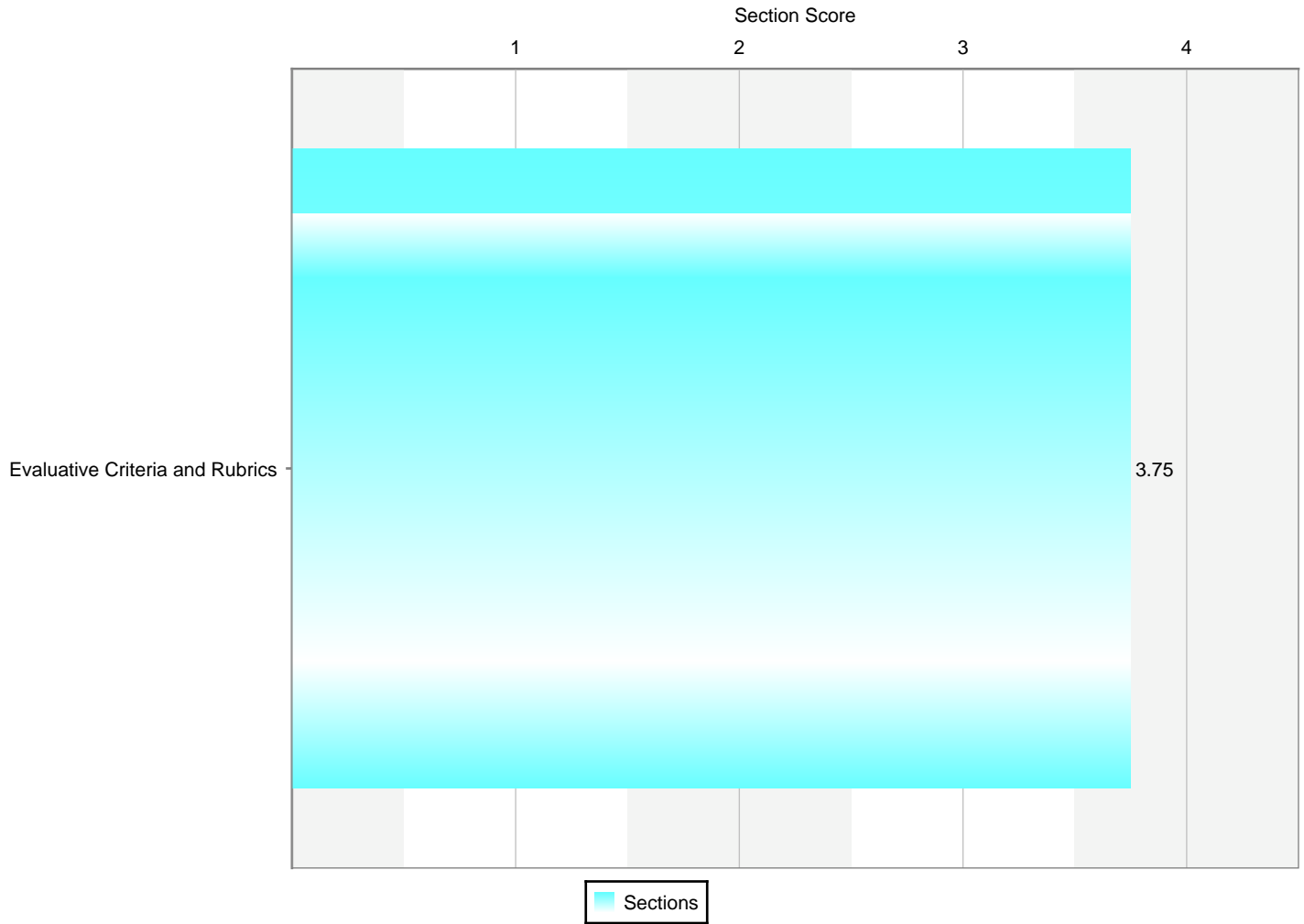
Without the breakdown in data from the spring 2017 ACT Aspire testing, no subgroups can be identified.

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

Based on the 2016-2017 data the ACT Aspire Data is consistent with the data received from STAR Reading.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|--------------------------------|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | The ACIP (Continuous Improvement Plan) committee met in August to discuss and analyze the 2016-2017 data from Lott Middle Schools group reports. Our school's current data focuses on overall student performance, growth in proficiency, participation rates, and demographic information. This data is used to make predictions to meet the needs of all students in order to promote student success across all content areas and focus on writing. This plan will support teacher planning and delivery of instruction to engage teachers in Common Formative Assessments aligned with the CCSS and CCRS. | Leadership team signature page |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|----------------------------|
| 2. | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | Lott Middle School prohibits discrimination on the basis of race, color and national origin in programs and activities receiving federal financial assistance. Lott Middle does not discriminate on the basis of disability. Our school insures that the programs it offers, including extracurricular activities, are accessible to students with disabilities. Lott Middle is dedicated to providing educational equity and believe that every student has the right to a quality education. Lott Middle is aware of school wide authority for Title I schools to ensure resources are based on our needs assessment. | Assurance 2 Signature Page |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|--------------------------|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Jason Golden, Position...Principal Rhonda Harrison, Position...Intervention Teacher, Title I Facilitator, and Data Entry Person Address...17740 Celeste Road, Citronelle, Alabama 36522 The phone number is 251-221-2240. The fax number is 251-221-2247. | Principal Signature Page |

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| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|--|-------------------------------------|
| 4. | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes | Lott Middle School strives to build capacity for parental involvement and encourage parents to become equal partners in the education of their children. We support a partnership among the school, parents and the community to improve student achievement. Lott Middle School has a written Parental Involvement Policy that is incorporated into our Continuous Improvement Plan. This plan describes how Lott Middle School involves our parents in the process of implementing effective parental involvement activities to improve student academic achievement and school performance. | Parent and Family Engagement Policy |

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|---|---|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | No | Lott Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Every Student Succeeds Act, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school 2017 - 2018 school year. | 2017-2018 Parent Compact with Principal's Signature |

2017-2018 Goals and Plan for ACIP

Overview

Plan Name

2017-2018 Goals and Plan for ACIP

Plan Description

2017-2018 Goals

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|--|----------------|---------------|
| 1 | Goal 6 Enhance parent engagement in Pre-K-8 schools and student engagement in high schools. | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$0 |
| 2 | Goal 5 – LOCAL INDICATOR: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP). | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$0 |
| 3 | Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction, and Assessment for all core content areas | Objectives: 5 Strategies: 5 Activities: 14 | Academic | \$15269 |
| 4 | Goal 2: Prepare and Support students through Student Support Services | Objectives: 4 Strategies: 4 Activities: 7 | Organizational | \$52295 |
| 5 | Goal 3: Provide Digital Tools and Resources to all Educators and Students | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$12060 |
| 6 | Goal 4: Prepare and Support Teachers to graduate College and Career Ready Students | Objectives: 2 Strategies: 2 Activities: 5 | Organizational | \$1498356 |

Goal 1: Goal 6 Enhance parent engagement in Pre-K-8 schools and student engagement in high schools.

Measurable Objective 1:

collaborate to provide opportunities and innovative ways to serve parents who cannot attend traditional school functions by 05/24/2018 as measured by as measured by school-to-home and home-to-school connections .

Strategy 1:

Parent Engagement - Provide a variety of opportunities for parents who cannot attend traditional school functions or conferences during the school day or after school and expand opportunities for parents to communicate with teachers and school officials in non-traditional ways.

Category: Other - Develop Parent Engagement Program

Research Cited: SREB

| Activity - 1. Program Review Implementation Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Complete the Program Review Implementation Plan in the Program Review OneNote Binder. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$0 | District Funding | Administrators and Teachers |

| Activity - 2. Parent Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Quarterly, offer a minimum of one (1) non-traditional parent opportunity, upload one sample evidence piece to the Program Review OneNote Binder and update Progress Notes in ASSIST. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$0 | District Funding | Administrators and Teachers |

Goal 2: Goal 5 – LOCAL INDICATOR: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 552 to 569 by 05/24/2018 as measured by Discovery Education usage report. .

Strategy 1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high-quality, engaging, standards-based digital media resources for students and provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through the safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Plan 2020 & Ascending Alabama

| Activity - 1. Digital Literacy Project (DLP) Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|-------------------|---|
| Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist and principal) to build capacity of the Digital Literacy Project. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | District Funding | Administrator s, Library Media Specialist, Digital Literacy Teams, Teachers |

| Activity - 2. Digital Literacy Project (DLP) Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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| Attend district professional development and coaching for DLP school teams. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | District Funding | Administrator s, Library Media Specialist, Digital Literacy Teams, Teachers |
|---|---|------------|------------|-----|------------------|---|

| Activity - 3. Digital Literacy Project (DLP) Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|-------------------|---|
| Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 08/24/2017 | \$0 | District Funding | Administrator s, Library Media Specialist, Digital Literacy Teams, Teachers |

Goal 3: Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction, and Assessment for all core content areas

Measurable Objective 1:

A 3% increase of All Students will increase student growth 30% to 33% in College and Career Ready Standards in Mathematics by 05/24/2018 as measured by Scantron Testing.

Strategy 1:

School Based Support Services - Lott Middle School implements a comprehensive program of school-based support services to help students become self-sufficient, healthy, and productive adults to ensure college and career readiness.

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Think Through Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--------------------|---|
| Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$6450 | Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

Measurable Objective 2:

A 3% increase of All Students will increase student growth 35% to 38% in College and Career Ready Standards in English Language Arts by 05/24/2018 as measured by Scantron Testing.

Strategy 1:

Support Student Achievement - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self sufficient, healthy, and productive adults to ensure college and career readiness

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Moby Max | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------|------------|------------|-------|--------------------|---|
| Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$500 | Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |
|---|--------------------------|------------|------------|-------|--------------------|---|

| Activity - Cycle of Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--------------------|------------------------------|
| Teachers will implement direct instruction and guided practice using the eight step Cycle of Instruction process throughout the first delivery of instruction by checking for understanding, probing questions, and engaging in class discussions to ensure that 80% of students reach mastery of content before a summative assessment is given | Academic Support Program | 08/08/2017 | 05/24/2018 | \$3584 | Title I Schoolwide | Administrators, All Teachers |

| Activity - RTI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|------------------------------|
| Classroom Teachers and Intervention teachers communicate and collaborate to ensure implementation of RTI, Response To Instruction, as a school-wide, multi-tiered prevention approach by providing immediate intervention using scientifically-based instruction and teaching methods in order to improve student success | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrators, All Teachers |

Measurable Objective 3:

A 25% increase of All Students will demonstrate a proficiency by scoring in the Average High and Above Average Scantron Performance Bands from the fall of 2017 to the spring 2018 in Mathematics in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy 1:

Mathematics Design Collaborative and/or AMSTI - Will be used to teach all students mathematics concepts during daily instruction.

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

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving an higher order thinking skills.

| Activity - Mathematics Design Collaborative | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--------------------------|
| Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks during classroom activities | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | All Mathematics Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------------------------|
| Monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Department Heads and administrators |

| Activity - EQT-Required Questions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| All mathematics teachers (required courses) will include 3-5 district-created questions on the EQT's that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | All Math teachers |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Students in all math classes will read for general understanding of a word problem, identify known and unknown, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | All Math Teachers |

| Activity - Scantron Performance Series | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--------------------|---|
| All students, school-wide, will take the Scantron Performance Series Mathematics and Reading assessments during the fall, winter and spring of the 2017-2018 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes. | Academic Support Program | 08/21/2017 | 04/30/2018 | \$2735 | Title I Schoolwide | All teachers, administrators, and staff members |

Measurable Objective 4:

17% of English Learners students will demonstrate a proficiency the state APLA in English Language Arts by 06/01/2018 as measured by a .5 gain on the state required ACCESS for EL's assessment.

Strategy 1:

Provide individualized instruction for EL students - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for EL's

| Activity - Professional development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| During the first semester of the school year, teachers of EL's will engage in a minimum of one professional learning session led by the EL staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier I instructional content delivery. | Professional Learning | 08/08/2017 | 04/24/2018 | \$0 | No Funding Required | All general education classroom teachers, administration, EL staff |

Measurable Objective 5:

25% of All Students will increase student growth in meeting curriculum standards in English Language Arts by 05/24/2018 as measured by EQT and Scantron Performance Bands.

Strategy 1:

District required colse reading questions - Students in all ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Text Dependent Questions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--------------------|------------------------------------|
| All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$2000 | Title I Schoolwide | All English Language Arts teachers |

| Activity - Writing (short and extended responses) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|------------------------------------|
| All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | All English Language Arts teachers |

| Activity - Writing Portfolios | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|------------------------------------|
| All English Language Arts teachers will maintain student writing folders in accordance with the district's portfolio requirements specified for each grade level | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | All English Language Arts teachers |

| Activity - EQT – required questions (Key Ideas) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
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| All English Language Arts teachers (grades 6-12) will include 3 to 5 district-created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | All English Language Arts teachers |
|---|--------------------------|------------|------------|-----|---------------------|------------------------------------|

Goal 4: Goal 2: Prepare and Support students through Student Support Services**Measurable Objective 1:**

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in Mathematics by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended learning opportunities.

Strategy 1:

School Based Support and Services - School-Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

| Activity - Extended Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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|---|--------------------------|------------|------------|---------|--------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 | Title I Schoolwide | Administrators, Teachers, Extended Day Teachers |
|---|--------------------------|------------|------------|---------|--------------------|---|

| Activity - PST | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrators, Teachers, PST Members |

| Activity - Retract | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--------------------|-----------------------------|
| In accordance with the school's discipline plan, students will be placed or assigned to retract for behaviors that do not warrant an out of school suspension. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$31345 | Title I Schoolwide | administrators, retract aid |

Measurable Objective 2:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in English Language Arts by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended.

Strategy 1:

School Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

| Activity - Extended Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$0 | No Funding Required | Administrators, Teachers, Extended Day Teachers |

| Activity - PST | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrators, Teachers, PST Members |

Measurable Objective 3:

increase student growth Provide research-based PD encouraging teachers to change their teaching practices in order to improve student learning by 05/24/2018 as measured by an increase in reading proficiency .

Strategy 1:

Researched base Professional Development - Provide research-based PD by using high-quality, relevant Fisher & Frey resources that teachers will utilize on a day-to-day basis

Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS, RTI

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| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|--------------------|----------------------------|
| All teachers will participate monthly in the Fisher & Frey Professional Development Resource Center where the department chair as the facilitator will discuss text complexity, text-dependent questions, and reading comprehension, etc. | Professional Learning | 08/08/2017 | 05/24/2018 | \$5500 | Title I Schoolwide | All Language Arts Teachers |

Measurable Objective 4:

demonstrate a behavior that indicates the positive impact of the Alabama Mentoring by 05/24/2018 as measured by sign in sheets, agendas and PLCIAs..

Strategy 1:

Alabama Mentoring Program - Novice teachers will be assigned a mentor and will participate in professional learning and an induction program which will impact the learning and working environment.

Category: Develop/Implement Learning Supports

Research Cited: Surveys, sign in sheets, agendas and PLCIAs

| Activity - Professional Learning & Recruitment and Retention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| Educators will participate in professional learning covering the following topics: Professionalism, Teaching and Learning, and Classroom Management. | Professional Learning | 08/08/2017 | 05/24/2018 | \$1000 | Title II Part A | Teachers |

Goal 5: Goal 3: Provide Digital Tools and Resources to all Educators and Students**Measurable Objective 1:**

achieve college and career readiness to ensure that every student, teacher, and administrator has access to an Internet Connected Device with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/24/2018 as measured by student completion of designated computer programs..

Strategy 1:

Equitable Access to Digital Devices - Implement digital programs for all students to help support students in preparing for college and career readiness standards

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCSS, CCRS, Technology-Based Learning

| Activity - Learning.Com | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|--------------------|---|
| Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. | Technology | 08/08/2017 | 05/24/2018 | \$12060 | Title I Schoolwide | Administrators, Teachers, Counselor, Technology Teacher |

| Activity - Kuder | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|-------------------------------------|
| Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement. | Technology | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrators, Teachers, Counselor |

Goal 6: Goal 4: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a behavior of receiving quality, effective instruction from teachers who attend professional development opportunities in Math that targets the best instructional impact on student learning and success in Mathematics by 05/24/2018 as measured by progress checks that will allow for timely analysis of student data to enable teachers to modify and adjust instruction during the unit based on results from ongoing quick progress checks aligned with Scantron Data..

Strategy 1:

Professional Learning - Teachers will engage in professional development for Think Through Math activities to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Think Through Math to be effective, classroom practices that assume students simply learn what the teacher presents to them must be interrupted and replaced with a process

that tailors support to student learning needs.

Lott Middle will send Math teachers for veteran training in Think Through Math and utilize TTM Benchmark Assessments and other reports to help teachers develop an understanding of how to collect, analyze, and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

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

Research Cited: AMSTI. Think Through Math, Renaissance Learning - Math, CCSS, CCRS

| Activity - Teacher Collaboration Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------------------|--------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$1498356 | State Funds, District Funding | Administrators, Teachers |

| Activity - Thin Through Math Continuous Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Lott Middle School will continue with Think Through Math training and professional development opportunities and other TTM opportunities through SKYPE that targets the best instructional impact on student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrators, Teachers, TTM Consultants |

| Activity - AMSTI and CMP3 | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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| Math teachers will attend AMSTI training and implement the CMP 3 Math program in order to build effective instruction based on rigorous and relevant expectations. In order for teachers to be successful with AMSTI and CMP 3, professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrator s, Math Teachers, AMSTI Consultants |
|--|--------------------------|------------|------------|-----|---------------------|---|

Measurable Objective 2:

demonstrate a behavior of receiving quality, effective instruction from teachers who have attended professional development opportunities in English Language Arts that targets the best instructional impact on student learning and student achievement in ELA by 05/24/2018 as measured by Scantron testing.

Strategy 1:

Professional Learning Opportunities - Teachers will engage in collaborative professional development to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Scantron Periodic Assessments to be effective, collaborative opportunities and professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS

| Activity - ELA Deaprtmental Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | No Funding Required | Administrator s, Teachers |

| Activity - Administer Scantron Testing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------------------|
| ELA Teachers will administer Scantron Reading assessment three times and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. | Academic Support Program | 08/21/2017 | 05/24/2018 | \$0 | No Funding Required | Administrator s, ELA Teachers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------------|--|--------------------------|------------|------------|-------------------|--|
| PST | PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Teachers, PST Members |
| Writing Portfolios | All English Language Arts teachers will maintain student writing folders in accordance with the district's portfolio requirements specified for each grade level | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | All English Language Arts teachers |
| Mathematics Design Collaborative | Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks during classroom activities | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | All Mathematics Teachers |
| AMSTI and CMP3 | Math teachers will attend AMSTI training and implement the CMP 3 Math program in order to build effective instruction based on rigorous and relevant expectations. In order for teachers to be successful with AMSTI and CMP 3, professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Math Teachers, AMSTI Consultants |
| ELA Departmental Meetings | Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Teachers |
| EQT – required questions (Key Ideas) | All English Language Arts teachers (grades 6-12) will include 3 to 5 district-created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | All English Language Arts teachers |

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|---------------------------------------|---|--------------------------|------------|------------|-----|--|
| Kuder | Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement. | Technology | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Teachers, Counselor |
| Monitoring Strategies | Monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Department Heads and administrators |
| RTI | Classroom Teachers and Intervention teachers communicate and collaborate to ensure implementation of RTI, Response To Instruction, as a school-wide, multi-tiered prevention approach by providing immediate intervention using scientifically-based instruction and teaching methods in order to improve student success | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, All Teachers |
| Extended Day | Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$0 | Administrators, Teachers, Extended Day Teachers |
| Thin Through Math Continuous Training | Lott Middle School will continue with Think Through Math training and professional development opportunities and other TTM opportunities through SKYPE that targets the best instructional impact on student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Teachers, TTM Consultants |
| Administer Scantron Testing | ELA Teachers will administer Scantron Reading assessment three times and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. | Academic Support Program | 08/21/2017 | 05/24/2018 | \$0 | Administrators, ELA Teachers |
| Close Reading | Students in all math classes will read for general understanding of a word problem, identify known and unknown, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | All Math Teachers |
| PST | PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Teachers, PST Members |
| Professional development | During the first semester of the school year, teachers of EL's will engage in a minimum of one professional learning session led by the EL staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier I instructional content delivery. | Professional Learning | 08/08/2017 | 04/24/2018 | \$0 | All general education classroom teachers, administration, EL staff |

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|--|--|--------------------------|------------|------------|------------|------------------------------------|
| Writing (short and extended responses) | All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | All English Language Arts teachers |
| EQT-Required Questions | All mathematics teachers (required courses) will include 3-5 district-created questions on the EQT's that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | All Math teachers |
| Total | | | | | \$0 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------------|--|--------------------------|------------|------------|-------------------|--------------------------|
| Teacher Collaboration Opportunities | Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$1304844 | Administrators, Teachers |
| Total | | | | | \$1304844 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|--|--------------------------|------------|------------|-------------------|---|
| Professional Development | All teachers will participate monthly in the Fisher & Frey Professional Development Resource Center where the department chair as the facilitator will discuss text complexity, text-dependent questions, and reading comprehension, etc. | Professional Learning | 08/08/2017 | 05/24/2018 | \$5500 | All Language Arts Teachers |
| Scantron Performance Series | All students, school-wide, will take the Scantron Performance Series Mathematics and Reading assessments during the fall, winter and spring of the 2017-2018 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes. | Academic Support Program | 08/21/2017 | 04/30/2018 | \$2735 | All teachers, administrators, and staff members |
| Think Through Math | Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$6450 | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

ACIP

Rosa A. Lott Middle School

| | | | | | | |
|--------------------------|---|--------------------------|------------|------------|----------------|---|
| Learning.Com | Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. | Technology | 08/08/2017 | 05/24/2018 | \$12060 | Administrators, Teachers, Counselor, Technology Teacher |
| Retract | In accordance with the school's discipline plan, students will be placed or assigned to retract for behaviors that do not warrant an out of school suspension. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$31345 | administrators, retract aid |
| Cycle of Instruction | Teachers will implement direct instruction and guided practice using the eight step Cycle of Instruction process throughout the first delivery of instruction by checking for understanding, probing questions, and engaging in class discussions to ensure that 80% of students reach mastery of content before a summative assessment is given | Academic Support Program | 08/08/2017 | 05/24/2018 | \$3584 | Administrators, All Teachers |
| Extended Day | Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 | Administrators, Teachers, Extended Day Teachers |
| Moby Max | Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$500 | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |
| Text Dependent Questions | All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$2000 | All English Language Arts teachers |
| Total | | | | | \$78624 | |

Title II Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

ACIP

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| | | | | | | |
|---|--|-----------------------|------------|------------|--------|----------|
| Professional Learning & Recruitment and Retention | Educators will participate in professional learning covering the following topics: Professionalism, Teaching and Learning, and Classroom Management. | Professional Learning | 08/08/2017 | 05/24/2018 | \$1000 | Teachers |
| Total | | | | | \$1000 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|---|------------|------------|-------------------|--|
| 1. Program Review Implementation Plan | Complete the Program Review Implementation Plan in the Program Review OneNote Binder. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$0 | Administrators and Teachers |
| 3. Digital Literacy Project (DLP) Implementation | Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 08/24/2017 | \$0 | Administrators, Library Media Specialist, Digital Literacy Teams, Teachers |
| 1. Digital Literacy Project (DLP) Team | Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist and principal) to build capacity of the Digital Literacy Project. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Library Media Specialist, Digital Literacy Teams, Teachers |
| Teacher Collaboration Opportunities | Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$193512 | Administrators, Teachers |
| 2. Digital Literacy Project (DLP) Professional Development | Attend district professional development and coaching for DLP school teams. | Technology, Professional Learning, Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 | Administrators, Library Media Specialist, Digital Literacy Teams, Teachers |
| 2. Parent Opportunities | Quarterly, offer a minimum of one (1) non-traditional parent opportunity, upload one sample evidence piece to the Program Review OneNote Binder and update Progress Notes in ASSIST. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$0 | Administrators and Teachers |
| Total | | | | | \$193512 | |

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|---|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | Parent Survey Staff Survey Student Survey Teacher Survey |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

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

Areas of Notable Achievement

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

Based on the current survey data from 2016-2017, Lott Middle had 27 teachers to participate in the School Climate Teacher Survey. Based on the current survey data from 2016-2017, Lott Middle only had 266 student out of 427 to participate in the School Climate Student Survey. Lott Middle School will focus on reaching 100% of our students participating in the Student Survey for the 2017-2018 school year. Teachers will continue to take surveys during Faculty Meetings and sign-in once they have completed the suggested survey. Students will be scheduled through one of their core subjects to participate in any/all student surveys for the 2017-2018 school year. Teachers will take each class designated from the core subject to the computer time as assigned by the Leadership Team and/or administrators

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

Based on the surveys, one increasing trend with parents is satisfaction with the overall curriculum along with the our school having high expectations for students in all classes. Parents also feel they have ample opportunities for involvement in Lott Middle School.

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

Based on the surveys, one increasing trend with parents is satisfaction with the overall curriculum along with the our school having high expectations for students in all classes. Parents also feel they have ample opportunities for involvement in Lott Middle School. This is consistent with parent sign in sheets received from opportunities for involvement.

Areas in Need of Improvement

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

All of my child's teachers meet his/her learning needs by individualizing instruction received the lowest rating on the Parent survey.

All teachers in our school use a variety of technologies as instructional resources received the lowest rating on the Staff survey.

I participate in local and global learning communities to explore creative applications of technology to improve student learning received the lowest rating on the Teacher survey.

In my school, students respect the property of others and In my school, students respect the property of others received the lowest ratings on the Student survey.

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

Teacher resources in regard to technology shows a decreasing trend toward stakeholder approval.

What are the implications for these stakeholder perceptions?

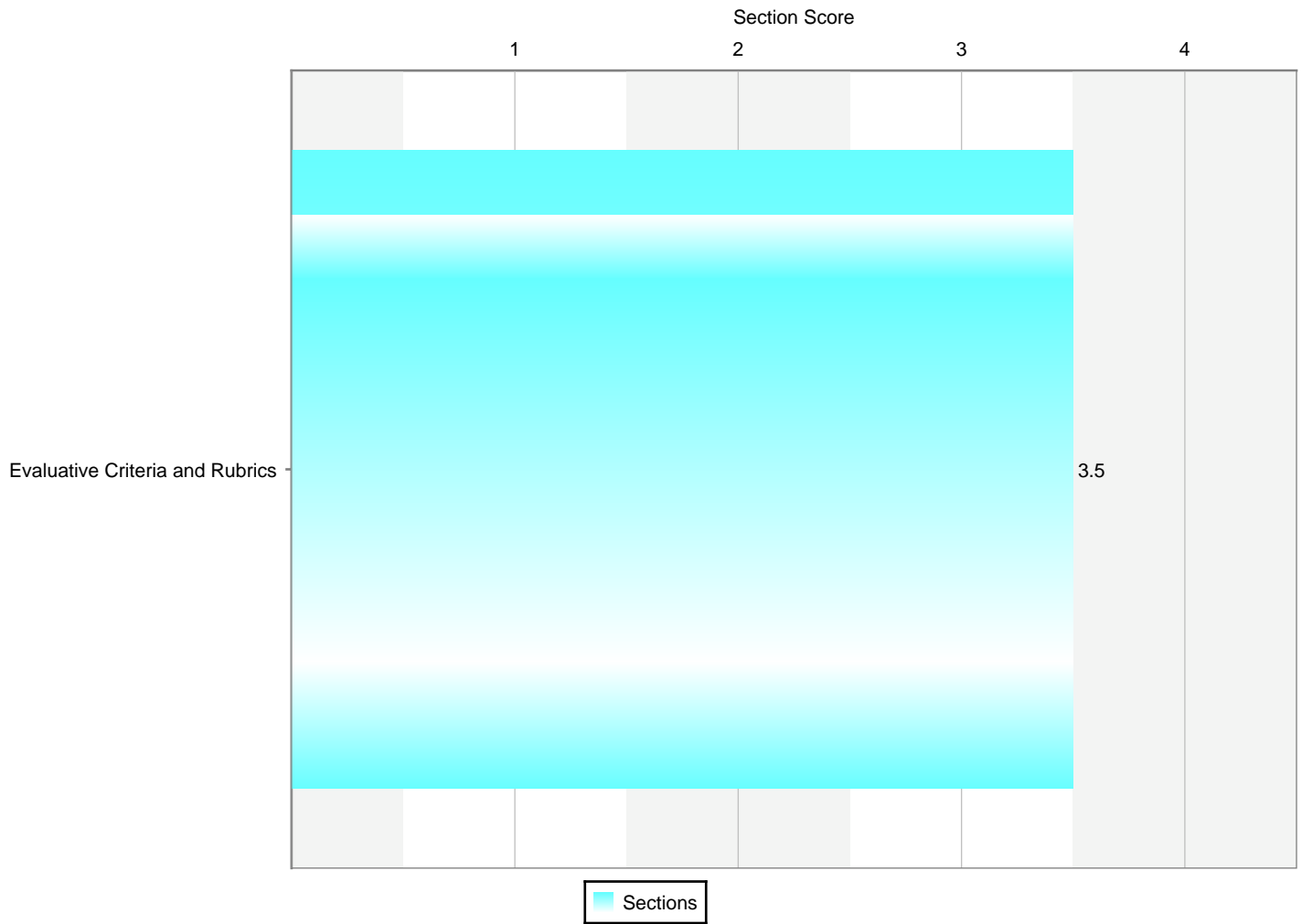
Lack of knowledge in technologies available to teachers may affect student learning.

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

Lack of training in technologies and technology resources were consistent in both the teacher and staff surveys.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The Continuous Improvement Plan (ACIP) committee members, including parents, met in September to collaboratively examine and analyze a wide array of 2016-2017 test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress; the 2016-2017 (SIR) School Incidence Report, attendance reports, PST documentation, course failures, school demographic data, and other local data. The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (ACIP). We broke into subcommittees to determine the Needs Assessment for English Language Arts (ELA), Math, Science, and School Culture. Lott Middle teachers attend grade level meetings and departmental meetings to discuss End of Quarter (EQT's), ACT Aspire Test Results, Common Formative Assessments, and other data. Teachers focus on students who are not proficient in mastering particular skills. Strategies are identified and action steps are developed to provide opportunities for improvement and to identify the specific needs of non-proficient students. Departmental/Grade Level meeting time is utilized to determine student needs and to monitor student improvement. Lott Middle School's faculty and staff collaborate and share data on a formal and informal basis.

The following list outlines methods used to monitor the level of student proficiency and achievement of established goals:

- RTI (Response to Instruction) - 3 Tier Approach
- Small Group Instruction
- Math and Reading Intervention Classes
- Differentiated Instruction
- Cycle of Instruction
- Reteach / Retest Policy
- Extended Day Tutoring
- Re-Direct Program
- Goal Setting and Conferencing
- PST (Problem Solving Team)
- Frequent Formative and Informative Assessments
- After School Reteach/Retest by Grade Level
- Common Formative Assessments
- Intervention Classes based on Student Needs

When the draft is completed, faculty, staff, community stakeholders, parents, and students will review the plan and have the opportunity to suggest modifications, if needed. The first ACIP draft will be electronically submitted to Central Office for ACIP Assist Peer Review by all divisions of Central Office. Lott Middle will receive feedback from the Peer Review to make any necessary changes before the ACIP is electronically submitted for approval by the Superintendent. Once the ACIP is approved by the Superintendent, the ACIP is submitted to the Alabama State Department of Education and uploaded to the LMS website.

What were the results of the comprehensive needs assessment?

As a result of the comprehensive needs assessment, our needs reflect to promote higher academic expectations and focused on rigor, relevance, and relationships for all teachers and students with an emphasis in Math, Reading, and ELA according to our

[2016-2017 Spring ACT Aspire data and the 2016-2017 STAR Testing data.](#)

The following data and progress levels summarize aggregate performance of students for Lott Middle School against the ACT Readiness levels. The ACT Readiness levels are made up of the first level is the Exceeding Level and this is the level where students are above the ready level and are proficient. The second level is the READY Level. The READY level is the percentage of students who are at or above proficiency level. The third level is the CLOSE level. The CLOSE level is the percentage of students who are considered close to the proficiency level. The last level is the IN NEED OF SUPPORT level. The IN NEED OF SUPPORT level are the percentage of students who are below the proficiency level and need intensive, additional, instructional support.

The following data results reflect the 2016-2017 Lott Middle School ACT Aspire data that was administered in the Spring of 2017:

6th Grade READING:

Ready/Exceeding - 45%

6th Grade MATH:

Ready/Exceeding - 59%

6th Grade WRITING:

Ready Level - 38%

6th Grade ELA:

Ready/Exceeding - 73%

7th Grade READING:

Ready/Exceeding - 27%

7th Grade MATH:

Ready/Exceeding - 31%

7th Grade WRITING:

Ready Level - 10%

7th Grade was the only grade to test in the area of SCIENCE.

7th Grade SCIENCE:

Ready/Exceeding - 39%

7th Grade ELA:

Ready/Exceeding - 74%

8th Grade READING:

Ready/Exceeding - 46%

8th Grade MATH:

Ready/Exceeding - 26%

8th Grade WRITING:

Ready Level - 6%

8th Grade ELA:

Ready/Exceeding - 77%

What conclusions were drawn from the results?

Based on the 2016-2017 ACT Aspire Assessment that was administered to all Lott Middle School students in the Spring of 2017, these following conclusions were made:

6th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 45% and overall Not Proficient was 55%.

Math - Overall Math Proficiency Level was 59% and overall Not Proficient was 41%.

Writing - Overall Writing Proficiency Level was 38% and overall Not Proficient was 62%.

7th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 27% and overall Not Proficient was 73%.

Math - Overall Math Proficiency Level was 31% and overall Not Proficient was 69%.

Writing - Overall Writing Proficiency Level was 10% and overall Not Proficient was 90%.

Science - Overall Science Proficiency Level was 39% and overall Not Proficient was 61%.

8th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 46% and overall Not Proficient was 54%.

Math - Overall Math Proficiency Level was 26% and overall Not Proficient was 74%.

Writing - Overall Writing Proficiency Level was 6% and overall Not Proficient was 94%.

To meet the academic needs of students, Lott Middle School will follow the Mobile County Public School System's Re-Teach/Re-Test policy, offer extended day tutoring, intervention and enrichment classes, as well as Tier I and Tier II instruction within the classroom.

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

Based on the 2016-2017 ACT Aspire Assessment that was administered to all Lott Middle School students in the Spring of 2017, these following conclusions were made:

6th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 45% and overall Not Proficient was 55%.

Math - Overall Math Proficiency Level was 59% and overall Not Proficient was 41%.

Writing - Overall Writing Proficiency Level was 38% and overall Not Proficient was 62%.

7th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 27% and overall Not Proficient was 73%.

Math - Overall Math Proficiency Level was 31% and overall Not Proficient was 69%.

Writing - Overall Writing Proficiency Level was 10% and overall Not Proficient was 90%.

Science - Overall Science Proficiency Level was 39% and overall Not Proficient was 61%.

8th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 46% and overall Not Proficient was 54%.

Math - Overall Math Proficiency Level was 26% and overall Not Proficient was 74%.

Writing - Overall Writing Proficiency Level was 6% and overall Not Proficient was 94%.

Therefore, Lott Middle School will focus on attendance as a means to reach those students who are not proficient due to attendance issues and focus on math through our Think Through Math program, AMSTI and CMP3.

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

Our Needs Assessment dictates our goals that are to embrace effective instruction based on rigorous and relevant expectations for all learners based on the Common Core State Standards and the College and Career Ready Standards as a primary focus. Goals and activities will encompass professional learning, communication, and collaboration to implement and develop shared instructional strategies. Professional learning opportunities and activities will target both the foundations of effective instructions and the foundations of effective leadership that support student success and achievement.

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

Our Needs Assessment dictates our goals that are to embrace effective instruction based on rigorous and relevant expectations for all learners based on the Common Core State Standards and the College and Career Ready Standards, ACT Aspire Data, STAR Reading and Math Data and Scantron Data as a primary focus. Goals and activities will encompass professional learning, communication, and collaboration to implement and develop shared instructional strategies. Professional learning opportunities and activities will target both the foundations of effective instructions and the foundations of effective leadership that support student success and achievement.

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

We are a School-wide Title I School. Technology is used when available to assist the learning of all students. Accommodations are made as needed for children who are at-risk and for students who are disadvantaged. IEP's are followed to ensure special education students receive the services based on their individual needs. The goals allow students to receive differentiated instruction in multiple ways. The goals also allow students who are disadvantaged to be assessed in a variety of ways according to their individual needs. Disadvantaged students benefit from inclusions, interventions, Extended Day opportunities, and other resources provided by the school. The effort is to close the achievement gaps of students that are disadvantaged.

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

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

Goal 1:

Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction, and Assessment for all core content areas

Measurable Objective 1:

25% of All Students will increase student growth in meeting curriculum standards in English Language Arts by 05/24/2018 as measured by EQT and Scantron Performance Bands.

Strategy1:

District required close reading questions - Students in all ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Writing (short and extended responses) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

| Activity - Writing Portfolios | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will maintain student writing folders in accordance with the district's portfolio requirements specified for each grade level | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

ACIP

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| Activity - EQT – required questions (Key Ideas) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers (grades 6-12) will include 3 to 5 district-created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

| Activity - Text Dependent Questions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

Measurable Objective 2:

A 3% increase of All Students will increase student growth 35% to 38% in College and Career Ready Standards in English Language Arts by 05/24/2018 as measured by Scantron Testing.

Strategy1:

Support Student Achievement - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self sufficient, healthy, and productive adults to ensure college and career readiness

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Cycle of Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------------|
| Teachers will implement direct instruction and guided practice using the eight step Cycle of Instruction process throughout the first delivery of instruction by checking for understanding, probing questions, and engaging in class discussions to ensure that 80% of students reach mastery of content before a summative assessment is given | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, All Teachers |

| Activity - RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| Classroom Teachers and Intervention teachers communicate and collaborate to ensure implementation of RTI, Response To Instruction, as a school-wide, multi-tiered prevention approach by providing immediate intervention using scientifically-based instruction and teaching methods in order to improve student success | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, All Teachers |

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| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|----------------------------|---|
| Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$500 - Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

Measurable Objective 3:

17% of English Learners students will demonstrate a proficiency the state APLA in English Language Arts by 06/01/2018 as measured by a .5 gain on the state required ACCESS for EL's assessment.

Strategy1:

Provide individualized instruction for EL students - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for EL's

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| During the first semester of the school year, teachers of EL's will engage in a minimum of one professional learning session led by the EL staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier I instructional content delivery. | Professional Learning | 08/08/2017 | 04/24/2018 | \$0 - No Funding Required | All general education classroom teachers, administration, EL staff |

Measurable Objective 4:

A 25% increase of All Students will demonstrate a proficiency by scoring in the Average High and Above Average Scantron Performance Bands from the fall of 2017 to the spring 2018 in Mathematics in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Mathematics Design Collaborative and/or AMSTI - Will be used to teach all students mathematics concepts during daily instruction.

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

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving an higher order thinking skills.

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| Activity - Mathematics Design Collaborative | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks during classroom activities | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Mathematics Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------------------|
| Monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Department Heads and administrators |

| Activity - Scantron Performance Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| All students, school-wide, will take the Scantron Performance Series Mathematics and Reading assessments during the fall, winter and spring of the 2017-2018 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes. | Academic Support Program | 08/21/2017 | 04/30/2018 | \$0 - No Funding Required | All teachers, administrators, and staff members |

| Activity - EQT-Required Questions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| All mathematics teachers (required courses) will include 3-5 district-created questions on the EQT's that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Math teachers |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Students in all math classes will read for general understanding of a word problem, identify known and unknown, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Math Teachers |

Measurable Objective 5:

A 3% increase of All Students will increase student growth 30% to 33% in College and Career Ready Standards in Mathematics by 05/24/2018 as measured by Scantron Testing.

Strategy1:

School Based Support Services - Lott Middle School implements a comprehensive program of school-based support services to help students become self-sufficient,

healthy, and productive adults to ensure college and career readiness.

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

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| Activity - Think Through Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---|
| Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$6450 - Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

Goal 2:

Goal 2: Prepare and Support students through Student Support Services

Measurable Objective 1:

increase student growth Provide research-based PD encouraging teachers to change their teaching practices in order to improve student learning by 05/24/2018 as measured by an increase in reading proficiency .

Strategy1:

Researched base Professional Development - Provide research-based PD by using high-quality, relevant Fisher & Frey resources that teachers will utilize on a day-to-day basis

Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS, RTI

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|----------------------------|
| All teachers will participate monthly in the Fisher & Frey Professional Development Resource Center where the department chair as the facilitator will discuss text complexity, text-dependent questions, and reading comprehension, etc. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Language Arts Teachers |

Measurable Objective 2:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in English Language Arts by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended.

Strategy1:

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School Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful,

self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, PST Members |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 - Title I Schoolwide | Administrators, Teachers, Extended Day Teachers |

Measurable Objective 3:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in Mathematics by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended learning opportunities.

Strategy1:

School Based Support and Services - School-Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, PST Members |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 - Title I Schoolwide | Administrators, Teachers, Extended Day Teachers |

Goal 3:

Goal 3: Provide Digital Tools and Resources to all Educators and Students

Measurable Objective 1:

achieve college and career readiness to ensure that every student, teacher, and administrator has access to an Internet Connected Device with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/24/2018 as measured by student completion of designated computer programs..

Strategy1:

Equitable Access to Digital Devices - Implement digital programs for all students to help support students in preparing for college and career readiness standards

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCSS, CCRS, Technology-Based Learning

| Activity - Learning.Com | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor, Technology Teacher |

| Activity - Kuder | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------------------------|
| Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor |

Goal 4:

Goal 4: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a behavior of receiving quality, effective instruction from teachers who attend professional development opportunities in Math that targets the best instructional impact on student learning and success in Mathematics by 05/24/2018 as measured by progress checks that will allow for timely analysis of student data to enable teachers to modify and adjust instruction during the unit based on results from ongoing quick progress checks aligned with Scantron Data..

Strategy1:

Professional Learning - Teachers will engage in professional development for Think Through Math activities to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Think Through Math to be effective, classroom practices that assume students simply learn what the teacher presents to them must be interrupted and replaced with a process that tailors support to student learning needs.

Lott Middle will send Math teachers for veteran training in Think Through Math and utilize TTM Benchmark Assessments and other reports to help teachers develop an understanding of how to collect, analyze, and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

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

Research Cited: AMSTI. Think Through Math, Renaissance Learning - Math, CCSS, CCRS

| Activity - AMSTI and CMP3 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Math teachers will attend AMSTI training and implement the CMP 3 Math program in order to build effective instruction based on rigorous and relevant expectations. In order for teachers to be successful with AMSTI and CMP 3, professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Math Teachers, AMSTI Consultants |

| Activity - Thin Through Math Continuous Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Lott Middle School will continue with Think Through Math training and professional development opportunities and other TTM opportunities through SKYPE that targets the best instructional impact on student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, TTM Consultants |

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| Activity - Teacher Collaboration Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--|--------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$193512 - District Funding \$1304844 - State Funds | Administrators, Teachers |

Measurable Objective 2:

demonstrate a behavior of receiving quality, effective instruction from teachers who have attended professional development opportunities in English Language Arts that targets the best instructional impact on student learning and student achievement in ELA by 05/24/2018 as measured by Scantron testing.

Strategy1:

Professional Learning Opportunities - Teachers will engage in collaborative professional development to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Scantron Periodic Assessments to be effective, collaborative opportunities and professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS

| Activity - ELA Deaprtmental Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers |

| Activity - Administer Scantron Testing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| ELA Teachers will administer Scantron Reading assessment three times and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. | Academic Support Program | 08/21/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, ELA Teachers |

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

Goal 1:

Goal 6 Enhance parent engagement in Pre-K-8 schools and student engagement in high schools.

Measurable Objective 1:

collaborate to provide opportunities and innovative ways to serve parents who cannot attend traditional school functions by 05/24/2018 as measured by as measured by school-to-home and home-to-school connections .

Strategy1:

Parent Engagement - Provide a variety of opportunities for parents who cannot attend traditional school functions or conferences during the school day or after school and expand opportunities for parents to communicate with teachers and school officials in non-traditional ways.

Category: Other - Develop Parent Engagement Program

Research Cited: SREB

| Activity - 1. Program Review Implementation Plan | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|-----------------------------|
| Complete the Program Review Implementation Plan in the Program Review OneNote Binder. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$0 - District Funding | Administrators and Teachers |

| Activity - 2. Parent Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|-----------------------------|
| Quarterly, offer a minimum of one (1) non-traditional parent opportunity, upload one sample evidence piece to the Program Review OneNote Binder and update Progress Notes in ASSIST. | Parent Involvement | 08/08/2017 | 05/24/2018 | \$0 - District Funding | Administrators and Teachers |

Goal 2:

Goal 5 – LOCAL INDICATOR: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 552 to 569 by 05/24/2018 as measured by Discovery Education usage report. .

Strategy1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high-quality, engaging, standards- based digital media resources for students and provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through the safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Plan 2020 & Ascending Alabama

| Activity - 1. Digital Literacy Project (DLP) Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|--|
| Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist and principal) to build capacity of the Digital Literacy Project. | Academic Support Program Professional Learning Technology | 08/08/2017 | 05/24/2018 | \$0 - District Funding | Administrators, Library Media Specialist, Digital Literacy Teams, Teachers |

| Activity - 3. Digital Literacy Project (DLP) Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------|--|
| Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. | Academic Support Program Technology Professional Learning | 08/08/2017 | 08/24/2017 | \$0 - District Funding | Administrators, Library Media Specialist, Digital Literacy Teams, Teachers |

| Activity - 2. Digital Literacy Project (DLP) Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-------------------------|--|
| Attend district professional development and coaching for DLP school teams. | Technology Academic Support Program Professional Learning | 08/08/2017 | 05/24/2018 | \$0 - District Funding | Administrators, Library Media Specialist, Digital Literacy Teams, Teachers |

Goal 3:

Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction, and Assessment for all core content areas

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency by scoring in the Average High and Above Average Scantron Performance Bands from the fall of 2017 to the spring 2018 in Mathematics in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Mathematics Design Collaborative and/or AMSTI - Will be used to teach all students mathematics concepts during daily instruction.

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

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving an higher order thinking skills.

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| Activity - Scantron Performance Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| All students, school-wide, will take the Scantron Performance Series Mathematics and Reading assessments during the fall, winter and spring of the 2017-2018 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes. | Academic Support Program | 08/21/2017 | 04/30/2018 | \$0 - No Funding Required | All teachers, administrators, and staff members |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------------------|
| Monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Department Heads and administrators |

| Activity - EQT-Required Questions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| All mathematics teachers (required courses) will include 3-5 district-created questions on the EQT's that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Math teachers |

| Activity - Mathematics Design Collaborative | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks during classroom activities | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Mathematics Teachers |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Students in all math classes will read for general understanding of a word problem, identify known and unknown, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Math Teachers |

Measurable Objective 2:

17% of English Learners students will demonstrate a proficiency the state APLA in English Language Arts by 06/01/2018 as measured by a .5 gain on the state required ACCESS for EL's assessment.

Strategy1:

Provide individualized instruction for EL students - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for EL's

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| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| During the first semester of the school year, teachers of EL's will engage in a minimum of one professional learning session led by the EL staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier I instructional content delivery. | Professional Learning | 08/08/2017 | 04/24/2018 | \$0 - No Funding Required | All general education classroom teachers, administration, EL staff |

Measurable Objective 3:

25% of All Students will increase student growth in meeting curriculum standards in English Language Arts by 05/24/2018 as measured by EQT and Scantron Performance Bands.

Strategy1:

District required close reading questions - Students in all ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Text Dependent Questions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

| Activity - Writing (short and extended responses) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

| Activity - Writing Portfolios | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will maintain student writing folders in accordance with the district's portfolio requirements specified for each grade level | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

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| Activity - EQT – required questions (Key Ideas) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers (grades 6-12) will include 3 to 5 district-created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

Measurable Objective 4:

A 3% increase of All Students will increase student growth 35% to 38% in College and Career Ready Standards in English Language Arts by 05/24/2018 as measured by Scantron Testing.

Strategy1:

Support Student Achievement - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self sufficient, healthy, and productive adults to ensure college and career readiness

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Cycle of Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------------|
| Teachers will implement direct instruction and guided practice using the eight step Cycle of Instruction process throughout the first delivery of instruction by checking for understanding, probing questions, and engaging in class discussions to ensure that 80% of students reach mastery of content before a summative assessment is given | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, All Teachers |

| Activity - RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| Classroom Teachers and Intervention teachers communicate and collaborate to ensure implementation of RTI, Response To Instruction, as a school-wide, multi-tiered prevention approach by providing immediate intervention using scientifically-based instruction and teaching methods in order to improve student success | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, All Teachers |

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| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|----------------------------|---|
| Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$500 - Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

Measurable Objective 5:

A 3% increase of All Students will increase student growth 30% to 33% in College and Career Ready Standards in Mathematics by 05/24/2018 as measured by Scantron Testing.

Strategy1:

School Based Support Services - Lott Middle School implements a comprehensive program of school-based support services to help students become self-sufficient,

healthy, and productive adults to ensure college and career readiness.

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Think Through Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---|
| Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$6450 - Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

Goal 4:

Goal 2: Prepare and Support students through Student Support Services

Measurable Objective 1:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic

barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in English Language Arts by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended.

Strategy1:

School Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful,

self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, PST Members |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 - Title I Schoolwide | Administrators, Teachers, Extended Day Teachers |

Measurable Objective 2:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in Mathematics by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended learning opportunities.

Strategy1:

School Based Support and Services - School-Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

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| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, PST Members |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 - Title I Schoolwide | Administrators, Teachers, Extended Day Teachers |

Measurable Objective 3:

increase student growth Provide research-based PD encouraging teachers to change their teaching practices in order to improve student learning by 05/24/2018 as measured by an increase in reading proficiency .

Strategy1:

Researched base Professional Development - Provide research-based PD by using high-quality, relevant Fisher & Frey resources that teachers will utilize on a day-to-day basis

Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS, RTI

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|----------------------------|
| All teachers will participate monthly in the Fisher & Frey Professional Development Resource Center where the department chair as the facilitator will discuss text complexity, text-dependent questions, and reading comprehension, etc. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Language Arts Teachers |

Goal 5:

Goal 3: Provide Digital Tools and Resources to all Educators and Students

Measurable Objective 1:

achieve college and career readiness to ensure that every student, teacher, and administrator has access to an Internet Connected Device with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/24/2018 as measured by student completion of designated computer programs..

Strategy1:

Equitable Access to Digital Devices - Implement digital programs for all students to help support students in preparing for college and career readiness standards

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCSS, CCRS, Technology-Based Learning

| Activity - Learning.Com | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor, Technology Teacher |

| Activity - Kuder | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------------------------|
| Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor |

Goal 6:

Goal 4: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a behavior of receiving quality, effective instruction from teachers who attend professional development opportunities in Math that targets the best instructional impact on student learning and success in Mathematics by 05/24/2018 as measured by progress checks that will allow for timely analysis of student data to enable teachers to modify and adjust instruction during the unit based on results from ongoing quick progress checks aligned with Scantron Data..

Strategy1:

Professional Learning - Teachers will engage in professional development for Think Through Math activities to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Think Through Math to be effective, classroom practices that assume students simply learn what the teacher presents to them must be interrupted and replaced with a process that tailors support to student learning needs.

Lott Middle will send Math teachers for veteran training in Think Through Math and utilize TTM Benchmark Assessments and other reports to help teachers develop an understanding of how to collect, analyze, and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

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

Research Cited: AMSTI. Think Through Math, Renaissance Learning - Math, CCSS, CCRS

| Activity - AMSTI and CMP3 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Math teachers will attend AMSTI training and implement the CMP 3 Math program in order to build effective instruction based on rigorous and relevant expectations. In order for teachers to be successful with AMSTI and CMP 3, professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Math Teachers, AMSTI Consultants |

| Activity - Thin Through Math Continuous Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Lott Middle School will continue with Think Through Math training and professional development opportunities and other TTM opportunities through SKYPE that targets the best instructional impact on student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, TTM Consultants |

| Activity - Teacher Collaboration Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--|--------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$1304844 - State Funds \$193512 - District Funding | Administrators, Teachers |

Measurable Objective 2:

demonstrate a behavior of receiving quality, effective instruction from teachers who have attended professional development opportunities in English Language Arts that targets the best instructional impact on student learning and student achievement in ELA by 05/24/2018 as measured by Scantron testing.

Strategy1:

Professional Learning Opportunities - Teachers will engage in collaborative professional development to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Scantron Periodic Assessments to be effective, collaborative opportunities and professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS

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| Activity - ELA Deaprnmental Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers |

| Activity - Administer Scantron Testing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| ELA Teachers will administer Scantron Reading assessment three times and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. | Academic Support Program | 08/21/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, ELA Teachers |

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

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

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

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

Goal 1:

Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction, and Assessment for all core content areas

Measurable Objective 1:

25% of All Students will increase student growth in meeting curriculum standards in English Language Arts by 05/24/2018 as measured by EQT and Scantron Performance Bands.

Strategy1:

District required colse reading questions - Students in all ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.

Category: Develop/Implement Learning Supports

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Research Cited: CCSS, CCRS, RTI

| Activity - Writing (short and extended responses) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

| Activity - Writing Portfolios | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will maintain student writing folders in accordance with the district's portfolio requirements specified for each grade level | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

| Activity - Text Dependent Questions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

| Activity - EQT – required questions (Key Ideas) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers (grades 6-12) will include 3 to 5 district-created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

Measurable Objective 2:

A 25% increase of All Students will demonstrate a proficiency by scoring in the Average High and Above Average Scantron Performance Bands from the fall of 2017 to the spring 2018 in Mathematics in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Mathematics Design Collaborative and/or AMSTI - Will be used to teach all students mathematics concepts during daily instruction.

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

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving an higher order thinking skills.

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| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------------------|
| Monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Department Heads and administrators |

| Activity - Scantron Performance Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| All students, school-wide, will take the Scantron Performance Series Mathematics and Reading assessments during the fall, winter and spring of the 2017-2018 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes. | Academic Support Program | 08/21/2017 | 04/30/2018 | \$0 - No Funding Required | All teachers, administrators, and staff members |

| Activity - Mathematics Design Collaborative | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks during classroom activities | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Mathematics Teachers |

| Activity - EQT-Required Questions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| All mathematics teachers (required courses) will include 3-5 district-created questions on the EQT's that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Math teachers |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Students in all math classes will read for general understanding of a word problem, identify known and unknown, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Math Teachers |

Measurable Objective 3:

A 3% increase of All Students will increase student growth 35% to 38% in College and Career Ready Standards in English Language Arts by 05/24/2018 as measured by Scantron Testing.

Strategy1:

Support Student Achievement - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self sufficient, healthy, and productive adults to ensure college and career readiness

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

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| Activity - Cycle of Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------------|
| Teachers will implement direct instruction and guided practice using the eight step Cycle of Instruction process throughout the first delivery of instruction by checking for understanding, probing questions, and engaging in class discussions to ensure that 80% of students reach mastery of content before a summative assessment is given | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, All Teachers |

| Activity - RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| Classroom Teachers and Intervention teachers communicate and collaborate to ensure implementation of RTI, Response To Instruction, as a school-wide, multi-tiered prevention approach by providing immediate intervention using scientifically-based instruction and teaching methods in order to improve student success | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, All Teachers |

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|----------------------------|---|
| Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$500 - Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

Measurable Objective 4:

17% of English Learners students will demonstrate a proficiency the state APLA in English Language Arts by 06/01/2018 as measured by a .5 gain on the state required ACCESS for EL's assessment.

Strategy1:

Provide individualized instruction for EL students - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for EL's

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| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| During the first semester of the school year, teachers of EL's will engage in a minimum of one professional learning session led by the EL staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier I instructional content delivery. | Professional Learning | 08/08/2017 | 04/24/2018 | \$0 - No Funding Required | All general education classroom teachers, administration, EL staff |

Measurable Objective 5:

A 3% increase of All Students will increase student growth 30% to 33% in College and Career Ready Standards in Mathematics by 05/24/2018 as measured by Scantron Testing.

Strategy1:

School Based Support Services - Lott Middle School implements a comprehensive program of school-based support services to help students become self-sufficient,

healthy, and productive adults to ensure college and career readiness.

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Think Through Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---|
| Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$6450 - Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

Goal 2:

Goal 2: Prepare and Support students through Student Support Services

Measurable Objective 1:

increase student growth Provide research-based PD encouraging teachers to change their teaching practices in order to improve student learning by 05/24/2018 as measured by an increase in reading proficiency .

Strategy1:

Researched base Professional Development - Provide research-based PD by using high-quality, relevant Fisher & Frey resources that teachers will utilize on a day-to-day basis

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Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS, RTI

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|----------------------------|
| All teachers will participate monthly in the Fisher & Frey Professional Development Resource Center where the department chair as the facilitator will discuss text complexity, text-dependent questions, and reading comprehension, etc. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Language Arts Teachers |

Measurable Objective 2:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in English Language Arts by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended.

Strategy1:

School Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 - Title I Schoolwide | Administrators, Teachers, Extended Day Teachers |

| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, PST Members |

Measurable Objective 3:

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demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in Mathematics by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended learning opportunities.

Strategy1:

School Based Support and Services - School-Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, PST Members |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 - Title I Schoolwide | Administrators, Teachers, Extended Day Teachers |

Goal 3:

Goal 3: Provide Digital Tools and Resources to all Educators and Students

Measurable Objective 1:

achieve college and career readiness to ensure that every student, teacher, and administrator has access to an Internet Connected Device with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/24/2018 as measured by student completion of designated computer programs..

Strategy1:

Equitable Access to Digital Devices - Implement digital programs for all students to help support students in preparing for college and career readiness standards

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Category: Develop/Implement College and Career Ready Standards

Research Cited: CCSS, CCRS, Technology-Based Learning

| Activity - Learning.Com | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor, Technology Teacher |

| Activity - Kuder | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------------------------|
| Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor |

Goal 4:

Goal 4: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a behavior of receiving quality, effective instruction from teachers who have attended professional development opportunities in English Language Arts that targets the best instructional impact on student learning and student achievement in ELA by 05/24/2018 as measured by Scantron testing.

Strategy1:

Professional Learning Opportunities - Teachers will engage in collaborative professional development to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Scantron Periodic Assessments to be effective, collaborative opportunities and professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS

| Activity - ELA Deaprtmental Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers |

| Activity - Administer Scantron Testing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| ELA Teachers will administer Scantron Reading assessment three times and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. | Academic Support Program | 08/21/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, ELA Teachers |

Measurable Objective 2:

demonstrate a behavior of receiving quality, effective instruction from teachers who attend professional development opportunities in Math that targets the best instructional impact on student learning and success in Mathematics by 05/24/2018 as measured by progress checks that will allow for timely analysis of student data to enable teachers to modify and adjust instruction during the unit based on results from ongoing quick progress checks aligned with Scantron Data..

Strategy1:

Professional Learning - Teachers will engage in professional development for Think Through Math activities to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Think Through Math to be effective, classroom practices that assume students simply learn what the teacher presents to them must be interrupted and replaced with a process that tailors support to student learning needs.

Lott Middle will send Math teachers for veteran training in Think Through Math and utilize TTM Benchmark Assessments and other reports to help teachers develop an understanding of how to collect, analyze, and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

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

Research Cited: AMSTI. Think Through Math, Renaissance Learning - Math, CCSS, CCRS

| Activity - AMSTI and CMP3 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Math teachers will attend AMSTI training and implement the CMP 3 Math program in order to build effective instruction based on rigorous and relevant expectations. In order for teachers to be successful with AMSTI and CMP 3, professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Math Teachers, AMSTI Consultants |

| Activity - Teacher Collaboration Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--|--------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$1304844 - State Funds \$193512 - District Funding | Administrators, Teachers |

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| Activity - Thin Through Math Continuous Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Lott Middle School will continue with Think Through Math training and professional development opportunities and other TTM opportunities through SKYPE that targets the best instructional impact on student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, TTM Consultants |

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

Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction, and Assessment for all core content areas

Measurable Objective 1:

25% of All Students will increase student growth in meeting curriculum standards in English Language Arts by 05/24/2018 as measured by EQT and Scantron Performance Bands.

Strategy1:

District required close reading questions - Students in all ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Writing (short and extended responses) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

| Activity - Writing Portfolios | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will maintain student writing folders in accordance with the district's portfolio requirements specified for each grade level | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

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| Activity - Text Dependent Questions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

| Activity - EQT – required questions (Key Ideas) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------------|
| All English Language Arts teachers (grades 6-12) will include 3 to 5 district-created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All English Language Arts teachers |

Measurable Objective 2:

A 25% increase of All Students will demonstrate a proficiency by scoring in the Average High and Above Average Scantron Performance Bands from the fall of 2017 to the spring 2018 in Mathematics in Mathematics by 05/24/2018 as measured by Scantron Performance Series.

Strategy1:

Mathematics Design Collaborative and/or AMSTI - Will be used to teach all students mathematics concepts during daily instruction.

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

Research Cited: Mathematics Design Collaborative (MDC) is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving an higher order thinking skills.

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------------------------|
| Monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Department Heads and administrators |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Students in all math classes will read for general understanding of a word problem, identify known and unknown, identify a plan and make a list to solve the word problem and then solve the problem. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Math Teachers |

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| Activity - EQT-Required Questions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| All mathematics teachers (required courses) will include 3-5 district-created questions on the EQT's that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district-wide proficiency. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Math teachers |

| Activity - Scantron Performance Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| All students, school-wide, will take the Scantron Performance Series Mathematics and Reading assessments during the fall, winter and spring of the 2017-2018 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes. | Academic Support Program | 08/21/2017 | 04/30/2018 | \$0 - No Funding Required | All teachers, administrators, and staff members |

| Activity - Mathematics Design Collaborative | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks during classroom activities | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Mathematics Teachers |

Measurable Objective 3:

17% of English Learners students will demonstrate a proficiency the state APLA in English Language Arts by 06/01/2018 as measured by a .5 gain on the state required ACCESS for EL's assessment.

Strategy1:

Provide individualized instruction for EL students - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: ACCESS for EL's

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| During the first semester of the school year, teachers of EL's will engage in a minimum of one professional learning session led by the EL staff with a focus on strengthening professional knowledge of EL policy and strategies designed to support EL students during Tier I instructional content delivery. | Professional Learning | 08/08/2017 | 04/24/2018 | \$0 - No Funding Required | All general education classroom teachers, administration, EL staff |

Measurable Objective 4:

A 3% increase of All Students will increase student growth 30% to 33% in College and Career Ready Standards in Mathematics by 05/24/2018 as measured by Scantron Testing.

Strategy1:

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School Based Support Services - Lott Middle School implements a comprehensive program of school-based support services to help students become self-sufficient,

healthy, and productive adults to ensure college and career readiness.

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Think Through Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---|
| Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$6450 - Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

Measurable Objective 5:

A 3% increase of All Students will increase student growth 35% to 38% in College and Career Ready Standards in English Language Arts by 05/24/2018 as measured by Scantron Testing.

Strategy1:

Support Student Achievement - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self sufficient, healthy, and productive adults to ensure college and career readiness

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

| Activity - Moby Max | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|----------------------------|---|
| Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson | Academic Support Program | 08/08/2017 | 05/24/2018 | \$500 - Title I Schoolwide | Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers |

| Activity - Cycle of Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------------|
| Teachers will implement direct instruction and guided practice using the eight step Cycle of Instruction process throughout the first delivery of instruction by checking for understanding, probing questions, and engaging in class discussions to ensure that 80% of students reach mastery of content before a summative assessment is given | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, All Teachers |

| Activity - RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| Classroom Teachers and Intervention teachers communicate and collaborate to ensure implementation of RTI, Response To Instruction, as a school-wide, multi-tiered prevention approach by providing immediate intervention using scientifically-based instruction and teaching methods in order to improve student success | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, All Teachers |

Goal 2:

Goal 2: Prepare and Support students through Student Support Services

Measurable Objective 1:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in Mathemat by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended learning opportunities.

Strategy1:

School Based Support and Services - School-Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, PST Members |

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| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 - Title I Schoolwide | Administrators, Teachers, Extended Day Teachers |

Measurable Objective 2:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high-quality instruction in English Language Arts by 05/24/2018 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended.

Strategy1:

School Based Support and Services - Lott Middle School implements a comprehensive program of school-based support services to help students become successful,

self-sufficient, healthy, and productive adults to ensure college and career readiness.

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

Research Cited: CCSS, CCRS, RTI

| Activity - PST | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------------------|
| PST is a school-based group composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, PST Members |

| Activity - Extended Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|---|
| Lott Middle School Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. | Academic Support Program | 09/19/2017 | 05/17/2018 | \$14450 - Title I Schoolwide | Administrators, Teachers, Extended Day Teachers |

Measurable Objective 3:

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increase student growth Provide research-based PD encouraging teachers to change their teaching practices in order to improve student learning by 05/24/2018 as measured by an increase in reading proficiency .

Strategy1:

Researched base Professional Development - Provide research-based PD by using high-quality, relevant Fisher & Frey resources that teachers will utilize on a day-to-day basis

Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS, RTI

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|----------------------------|
| All teachers will participate monthly in the Fisher & Frey Professional Development Resource Center where the department chair as the facilitator will discuss text complexity, text-dependent questions, and reading comprehension, etc. | Professional Learning | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | All Language Arts Teachers |

Goal 3:

Goal 3: Provide Digital Tools and Resources to all Educators and Students

Measurable Objective 1:

achieve college and career readiness to ensure that every student, teacher, and administrator has access to an Internet Connected Device with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/24/2018 as measured by student completion of designated computer programs..

Strategy1:

Equitable Access to Digital Devices - Implement digital programs for all students to help support students in preparing for college and career readiness standards

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCSS, CCRS, Technology-Based Learning

| Activity - Kuder | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------------------------|
| Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor |

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| Activity - Learning.Com | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor, Technology Teacher |

Goal 4:

Goal 4: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a behavior of receiving quality, effective instruction from teachers who attend professional development opportunities in Math that targets the best instructional impact on student learning and success in Mathematics by 05/24/2018 as measured by progress checks that will allow for timely analysis of student data to enable teachers to modify and adjust instruction during the unit based on results from ongoing quick progress checks aligned with Scantron Data..

Strategy1:

Professional Learning - Teachers will engage in professional development for Think Through Math activities to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Think Through Math to be effective, classroom practices that assume students simply learn what the teacher presents to them must be interrupted and replaced with a process that tailors support to student learning needs.

Lott Middle will send Math teachers for veteran training in Think Through Math and utilize TTM Benchmark Assessments and other reports to help teachers develop an understanding of how to collect, analyze, and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

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

Research Cited: AMSTI. Think Through Math, Renaissance Learning - Math, CCSS, CCRS

| Activity - AMSTI and CMP3 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Math teachers will attend AMSTI training and implement the CMP 3 Math program in order to build effective instruction based on rigorous and relevant expectations. In order for teachers to be successful with AMSTI and CMP 3, professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Math Teachers, AMSTI Consultants |

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| Activity - Thin Through Math Continuous Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Lott Middle School will continue with Think Through Math training and professional development opportunities and other TTM opportunities through SKYPE that targets the best instructional impact on student learning and student achievement. | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, TTM Consultants |

| Activity - Teacher Collaboration Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--|--------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$1304844 - State Funds \$193512 - District Funding | Administrators, Teachers |

Measurable Objective 2:

demonstrate a behavior of receiving quality, effective instruction from teachers who have attended professional development opportunities in English Language Arts that targets the best instructional impact on student learning and student achievement in ELA by 05/24/2018 as measured by Scantron testing.

Strategy1:

Professional Learning Opportunities - Teachers will engage in collaborative professional development to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs. For Scantron Periodic Assessments to be effective, collaborative opportunities and professional development activities will be offered to help teachers develop an understanding of how to collect, analyze and interpret evidence of student learning, how to make strategic adjustments, and how to provide feedback to support this learning.

Category: Develop/Implement Professional Learning and Support

Research Cited: CCSS, CCRS

| Activity - Administer Scantron Testing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|------------------------------|
| ELA Teachers will administer Scantron Reading assessment three times and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. | Academic Support Program | 08/21/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, ELA Teachers |

| Activity - ELA Deaprtmental Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------------|
| Teachers will participate in professional Learning opportunities for teacher collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations | Academic Support Program | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers |

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

Lott Middle School will when possible provide information in writing translated into the language spoken in the student's household. When possible, the ELL support teacher will translate information to parents in an collaborative effort to meet the academic needs of the student.

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 1. | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | Yes | 100% of all paraprofessionals are highly qualified. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 2. | Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this? | Yes | Teachers are recruited and hired based on appropriate certification and highly qualified status. Highly qualified teachers are assigned based on their certification and their H.Q. status. Staffing practices are a collaborative effort between central office personnel and the local school staff. New teacher hires are supported by a mentor teacher and participate in New Teacher Training by the District that is on-going throughout the year to ensure student success and achievement. | |

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

All teachers at Lott Middle School are certified and licensed. The Mobile County Public School System's Human Resource Division keeps records on all certified and licensed teachers. This report is also kept on file at Lott Middle School.

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

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

Lott Middle School has an .5% teacher turnover rate from 2016-2017 to the current school year of 2017-2018. There were a total of 1 teachers who did not return to Lott Middle School for the current school year due to personal reasons.

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

All teachers at Lott Middle School are certified and licensed in the subjects they teach based on State requirements. Lott Middle School has 14 teachers with a Bachelors Degree, 10 with Master's Degrees, 2 Specialists Degrees, 0 with Doctorates. The teacher experience level is 7 teacher with 1-5 years of experience, 3 teachers with 5-10 years of experience, 5 teachers with 10-15 years of experience and 10 teachers with 15 years or more experience.

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

Teachers new to the profession not only attend the systems New Teacher Orientation and Training and complete the Online Teachers Mentoring program, but are also assigned a teacher mentor to guide them through their first year experience. An effort is made to ensure that the mentor is not given other assignments that would interfere with their responsibilities as a mentor. Teachers new to Lott Middle School, but not new to the profession, are likewise assigned an informal mentor to assist in the transition to the new school environment. Lott Middle School has no new teachers for the 2017-2018 school year.

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

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

Based on the results from the 2016-2017 State testing results and staff surveys, Lott Middle School teachers participate and implement on-going professional development activities based on data to embrace effective instruction based on rigorous and relevant expectations for all learners based on the Common Core State Standards (CCSS) as well as the College and Career Readiness Standards (CCRS).

Professional Learning opportunities will include, but not limited to, the following:

1. Soliday Training
3. PST Meetings, Problem Solving Team
4. Cycle of Instruction
5. Sadlier Common Core Progress Training of Resources
6. Grade Level and Departmental Meetings
7. Professional Development Opportunities with Feeder Pattern High School
8. Data Meetings
9. RTI, Response to Instruction
10. Collaborative Meetings to align lesson planning
11. Mentor / Buddy Coaching
12. Think Through Math

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

The following are professional development opportunities for teachers, principals, paraprofessionals, and other staff: Administrators and teachers had the opportunity to attend professional development on technology advancements to improve student achievement. All Math and Science teachers attended a two week AMSTI training during the summer of 2017. All Math teachers also attended follow-up training on Connected Math Practice (CMP3) through the University of South Alabama. All ELA teachers attended required training on Soliday System and Traits Writing through the District. Administrators, Counselor, Title I Facilitator, and lead teacher attended Building Learning Communities Conference to develop better cross curricular planning to improve school culture and student achievement. An administrator and seven teachers participated in STEM training throughout the 2016-2017 school year to develop a three year plan to implement curriculum school-wide.

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

The new teachers employed at Lott Middle school will be assigned an experienced teacher in the same subject area/grade level as a mentor. The Mentor participated in the required Online Mentor Training program to provide essential support to our first year teacher. Mentors will assist new teachers in all areas of the job, including, but not limited to classroom management, grading, INow, morning and afternoon duties, lunch duties and procedures, discipline, and teaching strategies. Mentors and mentees meet monthly, there is no compensation for mentoring. New teachers will be required to attend the New Teacher Orientation provided by the District. These meetings are documented on SY 2017-2018

a PLCIA form and turned in to the principal and a copy is placed in the Documentation Box as evidence.

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

Professional development will build effective instruction based on rigorous and relevant expectations of all learners. Teachers will plan and provide learning experiences at high levels of rigor and implement lessons aligned to the CCSS and the CCRS. Data will be collected to make decisions on teaching and learning in order to differentiate and adapt instruction based on the needs of the school, class, and individual students. Teachers will be supported through continuous growth and ongoing professional development toward accessing and using the best research based instructional strategies. Teachers will have access to a highly collaborative environment that empowers them to be leaders in the development and sharing of best practices that result in improved student success and achievement.

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

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

Goal 1:

Goal 3: Provide Digital Tools and Resources to all Educators and Students

Measurable Objective 1:

achieve college and career readiness to ensure that every student, teacher, and administrator has access to an Internet Connected Device with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/24/2018 as measured by student completion of designated computer programs..

Strategy1:

Equitable Access to Digital Devices - Implement digital programs for all students to help support students in preparing for college and career readiness standards

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCSS, CCRS, Technology-Based Learning

| Activity - Kuder | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------------------------|
| Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor |

| Activity - Learning.Com | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---|
| Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. | Technology | 08/08/2017 | 05/24/2018 | \$0 - No Funding Required | Administrators, Teachers, Counselor, Technology Teacher |

Narrative:

Lott Middle School realizes students need academic and social support during periods of transition. To help make transitions successful for each student, Lott Middle School will:

1. Provide pre-registration for students
2. Offer the Summer Bridges Program for incoming 6th grade students. Students are exposed to the routines and movement patterns they

will

experience during the regular school year. They are also presented with the expectations of their future teachers.

3. PTO Open House and Parent meetings within the first two weeks of school to discuss policies and procedures.

4. Provide parents with a supply list for the upcoming school year that is enclosed in the end of the year report card

5. The counselor will provide the 8th grade students at Lott Middle School attend an introduction to Citronelle High School at CHS in the spring. In addition, they participate in a Shadowing Program in the spring where an 8th grade student is paired with a high school student and then follows the student on his/her daily routine.

6. Provide transitions from school to school or within the school and from class to class using a buddy system within the school year. This will also include students who transfer in during the school year.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

The Continuous Improvement Plan committee members, including parents, met to collaboratively examine and analyze a wide array of test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress, the School Incidence Report (SIR) and school demographic data. The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (CIP). Lott Middle School teachers attend regularly scheduled PST meetings and departmental meetings to discuss the End of Quarter tests (EQT's) and classroom test. Teachers focus on students who are not proficient in mastering particular skills. Strategies are identified and action steps are developed to provide opportunities for improvement and to identify the specific needs of non-proficient students.

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

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

1. Based on STAR and Aspire testing results, Lott Middle School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The embedded intervention occurs during the school day by a team of Intervention teachers and students are required rather than invited to devote the extra time and secure the extra support for learning. Lott Middle School teachers provide additional, explicit instruction for students who are struggling with concepts, strategies, or skills. The most basic intervention is the re-teaching of concepts, strategies, or skills immediately following the initial instruction, guided practice, and evaluation. The Special Education department at Lott Middle School promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. Lott Middle School provides an Extended Day Program for students to receive additional academic instruction. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments. A scientific research-based program in reading is used to focus on the related content standards. Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents.

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

Lott Middle School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The embedded intervention occurs during the school day by a team of Intervention teachers and students are required rather than invited to devote the extra time and secure the extra support for learning. Lott Middle School teachers provide additional, explicit instruction for students who are struggling with concepts, strategies, or skills. The most basic intervention is the re-teaching of concepts, strategies, or skills immediately following the initial instruction, guided practice, and evaluation. The Special Education department at Lott Middle School promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. Lott Middle School provides an Extended Day Program for students to receive additional academic instruction. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments. A scientific research-based program in reading is used to focus on the related content standards. Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents.

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.

Lott Middle School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The embedded intervention occurs during the

school day by a team of Intervention teachers and students are required rather than invited to devote the extra time and secure the extra support for learning. Lott Middle School teachers provide additional, explicit instruction for students who are struggling with concepts, strategies, or skills. The most basic intervention is the re-teaching of concepts, strategies, or skills immediately following the initial instruction, guided practice, and evaluation. The Special Education department at Lott Middle School promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. Lott Middle School provides an Extended Day Program for students to receive additional academic instruction. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments. A scientific research-based program in reading is used to focus on the related content standards. Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents.

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

The Board of Education provides resource personnel on an individual basis. All homeless, migratory, delinquent, neglected and LEP students have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected & LEP students are provided with the opportunity to meet the same challenging state content and performance standards which all students are held without isolation or being stigmatized.

Comprehensive services for each of these sub-groups (Migrant, Limited English Proficient, Neglected or Delinquent, and Homeless) are provided through the following district wide initiatives:

A list of these students is provided by Central Office and is located in our Title I Evidence Box documentation. Equal Access: The MCPSS ensures that Migrant students will not be denied access to any programs or opportunities offered within the Mobile County Schools on the basis of their migratory status. Migrant students must have access to instructional programs and related services for special populations including, but not limited to, pre-school programs, career/technical programs, special education programs, and extracurricular activities. All student support programs and services are available to Migrant students on the same basis that they are available to other students in a school.

Migrant students participate in all local and state assessments on the same basis as other students. Migrant students' academic progress reports are monitored on a quarterly basis by Migrant personnel to ensure that they are meeting state academic content standards. Service Delivery Plan:-Services funded under Migrant Education Part C fall into two areas - instructional and supportive/advocacy. Schools enrolling Migrant students employ a variety of strategies to meet the unique needs of Migrants at each school. However, the overarching goals of the program at each school are to prepare students for academic success and help reduce the educational disruptions resulting from repeated moves.

-The MCPSS Migrant Program recognizes that it must support the literacy of the entire family if it is to impact the school-age student. The Migrant Home/School Liaisons have been trained in the Motherhead Family Literacy Program and provide Motherhead literacy sessions with pre-school children and their mothers in Migrant homes.

-Extended Day and Summer School Activities at schools provide academic support to Migrant students in reading and mathematics.

Homeless: The MCPSS Homeless Education Program provides the following for homeless students and families: Provide case management, direct and indirect services, enrollment, assistance with tutoring assistance to homeless children and youth with the intent of maintaining and/or positively impact student achievement levels. Provide to parents of homeless children and youth a cooperative and supportive program that will target areas of need in order for their students to achieve educational success.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including

foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

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

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

Title One Federal School-Wide Funds

0621 LOTT MS

UNITS

PLACED AMOUNT

TITLE I, PART A

10 Aide 1.00 18,132.00

18 Substitutes 2,321.00

19 Suppl/OT/Other 12,923.00

20 Employee Benefits 15,969.00

33 Technical Services 6,950.00

34 Property Services 2,735.00

39 Other Purchased Services 1,950.00

41 Instruction Supplies 3,584.72

42 Books & Periodicals 2,000.00

49 Non-Capitalized Equipment 12,060.00

TITLE I, PART A TOTAL 1.00 78,624.72

Title II Teacher Professional Training

TITLE II-TEACHER PRIN. TRAIN.

18 Substitutes 929.00

20 Employee Benefits 71.00

TITLE II-TEACHER PRIN. TRAIN. TOTAL 1,000.00

Local Revenues

LOCAL REVENUES

03 Asst Principal 0.50 34,558.00

10 Aide 2.00 40,854.00

20 Employee Benefits 39,030.00

37 Utilities 77,070.00

41 Instruction Supplies 2,000.00

LOCAL REVENUES TOTAL 2.50 193,512.00

State FTE

FOUNDATION PROG

01 Teacher 21.23 21.23 1,060,976.00

ACIP

Rosa A. Lott Middle School

02 Principal 1.00 1.00 87,538.00
03 Asst Principal 0.50 0.50 34,558.00
04 Counselor 1.00 1.00 52,232.00
07 Librarian 1.00 1.00 50,622.00
41 Instruction Supplies 12,741.00
42 Books & Periodicals 777.00
49 Non-Capitalized Equipment 5,400.00
FOUNDATION PROG TOTAL 24.73 24.73 1,304,844.00

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)?

Lott Middle School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The embedded intervention occurs during the school day by a team of Intervention teachers and students are required rather than invited to devote the extra time and secure the extra support for learning. Our goal is to meet the needs of all our students and identify any student who is struggling at an early stage. Intervention will provide informal and formal support continuously until students are proficient based on their needs and / or until they reach grade level. Lott Middle School teachers provide additional, explicit instruction for students who are struggling with concepts, strategies, or skills. The most basic intervention is the re-teaching of concepts, strategies, or skills immediately following the initial instruction, guided practice, and evaluation.

Lott Middle School teachers are expected to teach in a way that meets the needs of all students. Teachers will focus on effective, explicit first delivery of instruction that includes checking for understanding, high levels of student engagement, and reteaching.

Reteaching will naturally occur during the cycle of instruction through checking for understanding, probing questioning, and engaging in the class discussion. Direct instruction and guided practice provide many opportunities for implementing reteaching strategies to ensure that 80% of our students reach mastery of content before a summative assessment is given by the teacher.

Lott Middle School teachers are required to complete Student Monitoring Forms and submit these forms to the principal and assistant principal every Friday. These forms are utilized to monitor student progress, student failures, attendance issues, parent contacts between teachers and parents, and various other sources of documentation. The forms are kept in a binder and reviewed at PST meetings in order to identify at-risk students in the early stages and ensure they receive instruction based on their needs.

The Special Education department at Lott Middle School promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential.

Lott Middle School provides an Extended Day Program and a Saturday School for students to receive additional academic instruction. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments.

Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents. The school sends home Comprehensive Progress Reports every two weeks to parents informing them of the academic progress of their child(ren). The principal, Mr. Golden, sends out a School Messenger to all Lott Middle School parents notifying the parents on the day prior to students receiving the progress reports. This is only one form of communication with parents that is implemented to ensure we are notifying our parents to keep them abreast of what is happening at Lott Middle.

Lott Middle School participates in the Child Nutrition Grant, which allows every child free breakfast and lunch daily. Lott Middle School does

ACIPRosa A. Lott Middle School

not discriminate against any child wishing to enroll, who falls under the category of homeless according to The McKinney Vinto Act. Lott Middle School participates in Red Ribbon Week, which promotes awareness of a healthy, drug free lifestyle.

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

A successful School Leadership Team is an important part of a school's overall improvement efforts. Our school leadership team will access, monitor, and analyze data to ensure student success, the quality of instruction, and the effectiveness of the team in order to improve instructional practice and performance. Our school actively engages in professional learning opportunities, communication, and collaboration to implement shared instructional strategies. Monitoring is facilitated through meetings that consists of activities such as: reviewing student data to determine if the program is working, discuss new practices and/or adjustments to current practices, review student intervention efforts, and establish professional learning opportunities based on needs. The Continuous Improvement Plan committee members, including parents, met to collaboratively examine and analyze a wide array of test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress, the School Incidence Report (SIR) and school demographic data. The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (CIP). Following the ACIP Committee meeting, The ACIP Committee meets throughout the year to analyze and discuss data in order to make changes based on the needs of our data. The committee members collaborate with all the teachers the findings or needs and this is discussed in faculty meetings, grade level meetings, and / or department meetings. Lott Middle School teachers attend regularly scheduled PST meetings and departmental meetings to discuss the End of Quarter tests (EQT's) and Classroom test. Teachers focus on students who are not proficient in mastering particular skills. Strategies are identified and action steps are developed to provide opportunities for improvement and to identify the specific needs of non-proficient students. Lott Middle School also conducts quarterly ACIP review meetings to revise/amend the plan based on student achievement and needs.

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?

The Continuous Improvement Plan (ACIP) committee members, including parents, met in August to collaboratively examine and analyze a wide array of 2016-2017 test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress; the 2016-2017 (SIR) School Incidence Report, attendance reports, PST documentation, EDUCATE Alabama data, course failures, school demographic data, and other local data. The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (ACIP). We broke into subcommittees to determine the Needs Assessment for English Language Arts (ELA), Math, Science, and School Culture. Lott Middle teachers attend grade level meetings and departmental meetings to discuss End of Quarter (EQT's), CFA's, STAR Reading and STAR Math, ACT Aspire Test Results, and other data. Teachers focus on students who are not proficient in mastering particular skills. Strategies are identified and action steps are developed to provide opportunities for improvement and to identify the specific needs of non-proficient students. Departmental/Grade Level meeting time is utilized to determine student needs and to monitor student improvement. Lott Middle School's faculty and staff collaborate and share data on a formal and informal basis.

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

The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (CIP). The committee met with grade level and core departments to determine our Needs Assessment for ELA/Reading, Math, Parent and Community Involvement, and School Culture.

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

The needed revisions are evaluated numerous times throughout the year to ensure continuous improvement of students in a school-wide program is effective. These evaluations take place through the School Leadership Team meetings, grade level and/or departmental meetings, PST meetings, data meetings, quarterly ACIP meetings, mid-year summary reviews, yearly reviews and various other times throughout the school year based on the needs of students or referrals for academics and behavior.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 21.23 |

Provide the number of classroom teachers.

21.0

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 1060976.0 |

Total

1,060,976.00

Administrator Units

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

Provide the number of administrators.

1.0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 87538.0 |

Total

87,538.00

Assistant Principal

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Assistant Principal assigned units. | 0.5 |

Provide the number of Assistant Principals.

1.0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 34558.0 |

Total

34,558.00

Counselor

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Counselor assigned units. | 1.0 |

Provide the number of Counselors.

1.0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Counselor. | 52232.0 |

Total

52,232.00

Librarian

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

Provide the number of Librarians.

1.0

| Label | Question | Value |
|--------------|--|--------------|
| 3. | Provide the total of all salaries for the Librarian. | 50622.0 |

Total

50,622.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

| Label | Question | Value |
|-------|--|--------|
| 3. | Provide the total of all funding for Technology. | 5400.0 |

Total

5,400.00

Professional Development

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

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

0

| Label | Question | Value |
|-------|--|-------|
| 3. | Provide the total of all funding for Professional Development. | 0.0 |

Total

0.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Instructional Supplies. | 12741.0 |

Total

12,741.00

Library Enhancement

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

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

0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all funding for Library Enhancement. | 777.0 |

Total

777.00

Title I

| Label | Question | Value |
|-------|---|----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 78624.72 |

Provide a brief explanation and breakdown of expenses.

10 Aide 1.00 18,132.00
 18 Substitutes 2,321.00
 19 Suppl/OT/Other 12,923.00
 20 Employee Benefits 15,969.00
 33 Technical Services 6,950.00
 34 Property Services 2,735.00
 39 Other Purchased Services 1,950.00
 41 Instruction Supplies 3,584.72
 42 Books & Periodicals 2,000.00
 49 Non-Capitalized Equipment 12,060.00
 TITLE I, PART A TOTAL 1.00 78,624.72

Title II

| Label | Question | Value |
|-------|--|--------|
| 1. | Professional Development Activities. Provide the total. | 1000.0 |

Provide a brief explanation and a breakdown of expenses.

18 Substitutes 929.00

20 Employee Benefits 71.00

TITLE II-TEACHER PRIN. TRAIN. TOTAL 1,000.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century Schools. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

| Label | Question | Value |
|-------|-------------------|----------|
| 1. | Provide the total | 193512.0 |

Provide a brief explanation and breakdown of expenses.

03 Asst. Principal 0.50 34,558.00

10 Aide 2.00 40,854.00

20 Employee Benefits 39,030.00

37 Utilities 77,070.00

41 Instruction Supplies 2,000.00

LOCAL REVENUES TOTAL 2.50 193,512.00

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the first quarter that school is in session, Lott Middle School will hold its annual meeting for all Title I parents to discuss all aspects of the Title I Program. Parents are notified of the meeting through notices sent home by the students, school marquee, the school messenger, and the local school website. We will host one meeting to provide the opportunity for more parents to attend. Topics to be discussed at this year's meeting are: Title I Program, its services and parents' rights, Lott Middle School's curriculum; the Continuous Improvement Plan (ACIP), the Parent and Family Engagement Plan, School-Parent compacts, the parent survey; and parent meetings. One percent of the Title I budget is reserved and set aside to assist in addressing the effectiveness and content of the parental involvement plan in improving the academic quality at Lott Middle School. Lott Middle School has 1% of the Title I Budget set aside to increase parental activities. The amount is \$1,674.72 for the 2017-2018 school year.

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

1) Lott Middle School will offer parent involvement opportunities at various times throughout each quarter to meet the needs of parents.
 2.) Lott Middle School makes every effort to work with parents in meeting their requests as related to their involvement and their child's education. A parent survey is given to all parents in the spring of each school year to identify parent needs and to evaluate the effectiveness of parental involvement in order to improve the academic quality of Lott Middle School. Parents are strongly encouraged to serve on the Parent Advisory Committee or to serve on the Continuous Improvement Plan committee and allowing them the opportunity for input. The Continuous Improvement Plan committee uses the data from the parent survey in the decision-making process.
 3.) Lott Middle School involves the parents in how the one percent of Title I funds are reserved for parental involvement. This money is allocated to ensure that parent needs and activities are met based on input from the parent survey and the Parent Advisory Committee. This year the funds are allocated to purchase a computer to place in the parent resource area in order for parents to have access to technology when needed that supports parental involvement and student achievement along with postage to help inform parents of pertinent information via daily communication. Title I Parenting Funds for 2017-2018 School Year are \$1,674.72

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))

Lott Middle School in an effort to provide timely information in a uniform format publishes a monthly school newsletter that is posted to the schools website, posted in the schools office, posted to the schools Face Book page, through email, and sent home with students. When
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needed and with support from Central Office, all documents can be translated into the language the parents request. During the annual Title I meeting (held the first month of school), information will be presented about the school-wide Title I program, the middle school curriculum, the Alabama Course of Study, and various types of assessments.

Each quarter, Lott Middle School will offer times that parents may come in to conference about their student's report card, their Scantron results and any other concerns with their child's academic progress.

Our Parent Advisory Committee meets twice a year to review and make suggestions. In addition, Stakeholder Survey's are available in the spring for input.

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))

As a component of the local school Parent and Family Engagement Policy, Lott Middle School and the parents of students participating in activities, services, and programs funded by Title I, work diligently to develop a school-parent compact. This school-parent is a working document and agreement that outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build a partnership that will help children achieve the State's standards. Lott Middle School has 100% of school population with a School- Parent compact for the 2017 -2018 school year. The School-Parent compact is reviewed in May each year with the Continuous Improvement Plan committee and the Parent Advisory Committee in order to make changes based on parent input and surveys. All parents are given a copy of the new compact at the Annual Title I meeting and teachers will review the compact with the students. Once reviewed, the compact is signed by the parent and student and one copy is given to the parent, another copy is kept in the classroom and the third copy is placed in the documentation box.

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

After the plan is finalized and approved, any parent/guardian or other concerned individual or organization may file a complaint concerning the Title I Program. This concern must be verbalized to the school. Once the school receives the complaint, the complaint is addressed at the Mobile Public School System level. Upon receipt of the complaint, Mobile County Public School System will send to the complainant a copy of the Title I Complaint Procedure. The School System will attempt to make personal contact with the complainant to discuss the Complaint steps and procedures.

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

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

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

Lott Middle School participates in a system-wide parenting activity that is held each year in October, as well as quarterly, to discuss ways to train parents to help their child to improve their achievement. Topics to include, but not limited to, will be literacy and math. The CIP committee works diligently to ensure that all parent trainings and materials are closely aligned with the schools identified needs and results of the spring parent involvement survey. A computer with internet access is available to parents daily during normal school hours. Additionally, any parent who requests help in any form will receive the assistance needed. Homework tips are offered through the school website, monthly newsletters and mailings. Much of this information is given out at the beginning of the school at our Open House program so parents have the opportunity to participate throughout the year.

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

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

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

Lott Middle School will continue to work with its teachers in order to gain understanding in the importance of parent and family engagement and that parents are our partners. This year, Continuous Improvement Plan (CIP) committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parent and family engagement activities. Office personnel and staff members are included in these faculty meetings. The principal will set the expectation that teachers work closely with our parents as partners in the educational needs of their children. Parents are kept informed and invited to Lott Middle School events through use of School Messenger, school website, the marquee, Facebook page and handouts.

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

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

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

Lott Middle School coordinates its parent and family engagement program for all parents through a very active parent resource center that supports parent involvement. Lott Middle School also integrates activities from the MCPSS Office of Parent and Family Engagement, when needed. Our parent representatives regularly meet with the CIP Committee in an effort to maximize the benefit of all offered parent and family engagement activities and to ensure that all activities are aligned with our CIP goals.

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

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

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

Parents of all participating children are informed on school and parent activities through diverse communications. School websites, teacher websites, school messenger, MCPSS website, Parent Planner, newsletters and Face Book are all used to contact parents regarding all activities. At the present time, Lott Middle School has EL students enrolled. Information is available to parents of these children in a language the parents understand. In addition, if any students are enrolled at any time, an ESL resource teacher will provide all parent information in a language the parents can understand by use of the Language Support Division at the Central Office.

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

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

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

Through out the school year, if parents have any concerns or requests for additional support, Lott Middle School will attempt to meet those needs as necessary. Parent surveys are reviewed annually to make adjustments to parental involvement activities.

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))

Lott Middle School supports parents with disabilities to enable them to engage in their child's education. Lott Middle is accessible to all parents including those affected by disability or illness and those parents whose first language is not English. All information is available to the extent possible in a language that parents can understand.