



ACIP

Rosa A. Lott Middle School
Mobile County Board of Education

Mr. Jason Golden, Principal
17740 Celeste Rd.
Citronelle, AL 36522

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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 2016 is 444 students (increase of 25 students from the 2015-2016 school year) and serves students in grades 6, 7 and 8. Currently, we have 140 - 6th grade students, 157 - 7th grade students, and 147 - 8th grade students. These students are made up of 252 males and 192 females. Lott Middle School's feeder schools are Mc-David Jones Elementary School and Calcedeaver 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, 17% of the students are black, 18% of the students are Native American, 1.5% of the students are Hispanic and 0.5% 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, 2 Elective Teachers, 2 Physical Education Teachers, 3 Special Education Teachers, 2 Special Education Paraprofessionals, 1 Retract Paraprofessional, and 1 Nurse for a total of 28 faculty members. The 29 faculty members include a demographic make-up of 79% of faculty is White, 10.5% of the faculty is Black, and 10.5% of the faculty is Native American. 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 2016-2017 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 2016-2017 school year, Lott Middle School's Principal, Jason Golden, and Assistant Principal, Ashley Horton will return for their second year as administrators. 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.

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.

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
- 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 (No Child Left Behind) NCLB 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 STAR Reading, STAR Math, 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 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. 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's administration will be returning for their second year as administrators to Lott Middle and will continue to implement new initiatives to ensure our teaching and learning will promote student success and student achievement. The Leadership Team at Lott Middle School will continue to ensure our students are successful by holding all areas accountable. Student achievement is a top priority at Lott Middle School.

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 highly qualified 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, ACT Aspire Data, End of Quarter test (EQT's), STAR Reading and STAR Math, Common Formative Assessments (CFA's), course failures, and PST referrals.

Lott Middle School administrators, faculty, and staff strive to effectively implement the Common Core standards using research-based and standards-based instructional resources for supporting our students in meeting the full breadth and rigor of the shifts in the Common Core Standards.

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, 2 Elective Teachers, 2 Physical Education Teachers, 3 Special Education Teachers, 2 Special Education Paraprofessionals, 1 Retract Paraprofessional, 1 Nurse, 1 Book keeper, 1 Registrar, 4 Custodians, 1 Plant Engineer, and 5 Cafeteria Workers.

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.

Lott Middle School's Leadership Team met on scheduled dates in July and August of 2015 to build effective instruction using the segments of DSEI, Daggett System for Effective Instruction, to promote higher academic expectations and positive relationships focused on rigor, relevance, and relationships for all teachers and students. This plan will provide opportunities to initiate an aggressive and rigorous writing 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 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. 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

Ashley Horton Assistant Principal

Tanya Williamson Intervention Teacher / Data Entry

Heather Byrd Counselor

Rebecca James Librarian

ACIP

Rosa A. Lott Middle School

Tanisha Boyd Language Arts Department Chair

Rhonda Harrison Social Studies Department Chair

Kimberly Bosarge Math Department Chair

Michelle Pope Science Department Chair

Tammy Bussen Parent Representative

Haley Mason Parent Representative

Karen Howard-Dawson Federal Programs, SIS

Lott Middle School makes every effort to work with parents in meeting their requests as related to their involvement and their child's education. Parent needs and activity suggestions will be reviewed by the CIP committee and parent advisory committee. Parental activities will be planned for the school year as activities were planned for this current year based on the parent survey from spring of 2015. A Title 1 meeting is held annually to explain the rights of parents and to encourage parents to become involved in the Academic process at Lott Middle School.

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 2015-2016 test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress, the 2015-2016 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.

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	STAR Reading results are attached. Math and Language Arts EQT Results are attached. ACT Aspire Summative Data is attached.	STAR READING RESULTS Math and Language Arts EQT Results ACT Summative Data Review

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 2015-2016 ACT Aspire scores,

Lott Middle School has 22.1% of students Ready and 5.2% of students Exceeding proficiency in the area of Math.

Lott Middle School has 28.3% of students Ready and 7.6% of students Exceeding proficiency in the area of Reading.

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

Lott Middle School had an overall increase in Math from 16.5% of students scoring proficient in 2014-2015 to 27.3% of students scoring proficient in 2015-2016 on the ACT Aspire Assessment. This is an overall increase of 10.8% in Math for Lott Middle School.

Lott Middle School had an overall increase in Reading from 31.6% of students scoring proficient in 2014-2015 to 36.0% of students scoring proficient in 2015-2016 on the ACT Aspire Assessment. This is an overall increase of 4.4% in Reading for Lott Middle School.

Which area(s) indicate the overall highest performance?

Based on the ACT Aspire scores, Lott Middle School showed the overall highest performance in Math.

6th Grade moved from 26.7% students in 2014-2015 to 44.9% students proficient in 2015-2016.

7th Grade moved from 14.6% students in 2014-2015 to 24.5% students proficient in 2015-2016.

8th Grade moved from 09.9% students in 2014-2015 to 15.1% students proficient in 2015-2016.

This was an overall 10.9% increase from 2014-2015 to 2015-2016.

Also, based on the ACT Aspire scores, Lott Middle School showed an increase in 7th and 8th Grade Reading.

7th Grade moved from 18.2% students in 2014-2015 to 28.6% students proficient in 2015-2016.

8th Grade moved from 37.9% students in 2014-2015 to 41.1% students proficient in 2015-2016.

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

Based on the ACT Aspire scores, Lott Middle School showed an increase in performance with all 4 subgroups from 2014-2015 to the 2015-2016 school year in the area of Reading and Math. The subgroups tested were Black, Indian, Pacific Island, and White. These 4 subgroups all showed progress in the number of students scoring proficiency in Reading and Math.

Between which subgroups is the achievement gap closing?

Based on the ACT Aspire scores, all 4 subgroups are closing the achievement gap. Our smallest gain for the 2015-2016 school year was with the White subgroup. Their gain was only 0.03% in Reading. 37.2% in 2014-2015 to 37.5% in 2015-2016.

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

Based on the ACT Aspire Scores, Lott Middle School is seeing an overall increase in our Reading and Math proficiency scores from 2014-2015 to 2015-2016. This increase is consistent with each grade showing an increase in proficiency along with each subgroup showing an increase in student proficiency.

This data is also consistent with the STAR Reading data.

Grade 6 - STAR Reading showed an increase from 30% to 47% (+17%) for students At/Above Benchmark and a decrease from 70% to 53% (-17%) for students Below Benchmark.

Grade 7 - STAR Reading showed an increase from 32% to 44% (+12%) for students At/Above Benchmark and a decrease from 68% to 56% (-12%) for students Below Benchmark.

Grade 8 - STAR Reading showed an increase from 22% to 37% (+15%) for students At/Above Benchmark and a decrease from 68% to 53% (-15%) for students Below Benchmark.

Areas in Need of Improvement

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

Based on the 2015-2016 ACT Aspire scores, Lott Middle School has 36.7% of students scoring In Need of Support in Reading and 30.5% of students scoring In Need of Support in Math.

6th grade Star Reading Results indicate there were 53% of students Below Benchmark at the end of the 2015-2016 school year.

7th grade Star Reading Results indicate there were 56% of students Below Benchmark at the end of the 2015-2016 school year.

8th grade Star Reading Results indicate there were 63% of students Below Benchmark at the end of the 2015-2016 school year.

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

Based on the 2015-2016 ACT Aspire scores, the following areas show a negative trend in performance in Reading:

6th Grade - Key Ideas and Details, Craft and Structure

8th Grade - Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas

Based on the 2015-2016 ACT Aspire scores, the following areas show a negative trend in performance in Math:

6th Grade - Geometry

8th Grade - the Number System

Which area(s) indicate the overall lowest performance?

According to the ACT Aspire Scores from 2015-2016, a total of 36.7% of our students were In Need of Support

6th Grade - 34.6% of students scoring In Need of Support

7th Grade - 44.2% of students scoring In Need of Support

8th Grade - 30.8% of students scoring In Need of Support

According to the STAR Reading scores from 2015-2016,

6th Grade - 28.0% of students scoring Intervention or Urgent Intervention

7th Grade - 39.0% of students scoring Intervention or Urgent Intervention

8th Grade - 45.0% of students scoring Intervention or Urgent Intervention

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

According to the ACT Aspire Scores from 2015-2016, Lott Middle School did not see a trend toward decreasing performance within the 4 subgroups that were tested.

Between which subgroups is the achievement gap becoming greater?

Based on the 2015-2016 ACT Aspire scores, the achievement gap is becoming greater between Blacks and Indians in both Reading and Math.

Black students are at 22.1% proficiency in Reading and Indian students are at 44.0% proficiency in Reading.

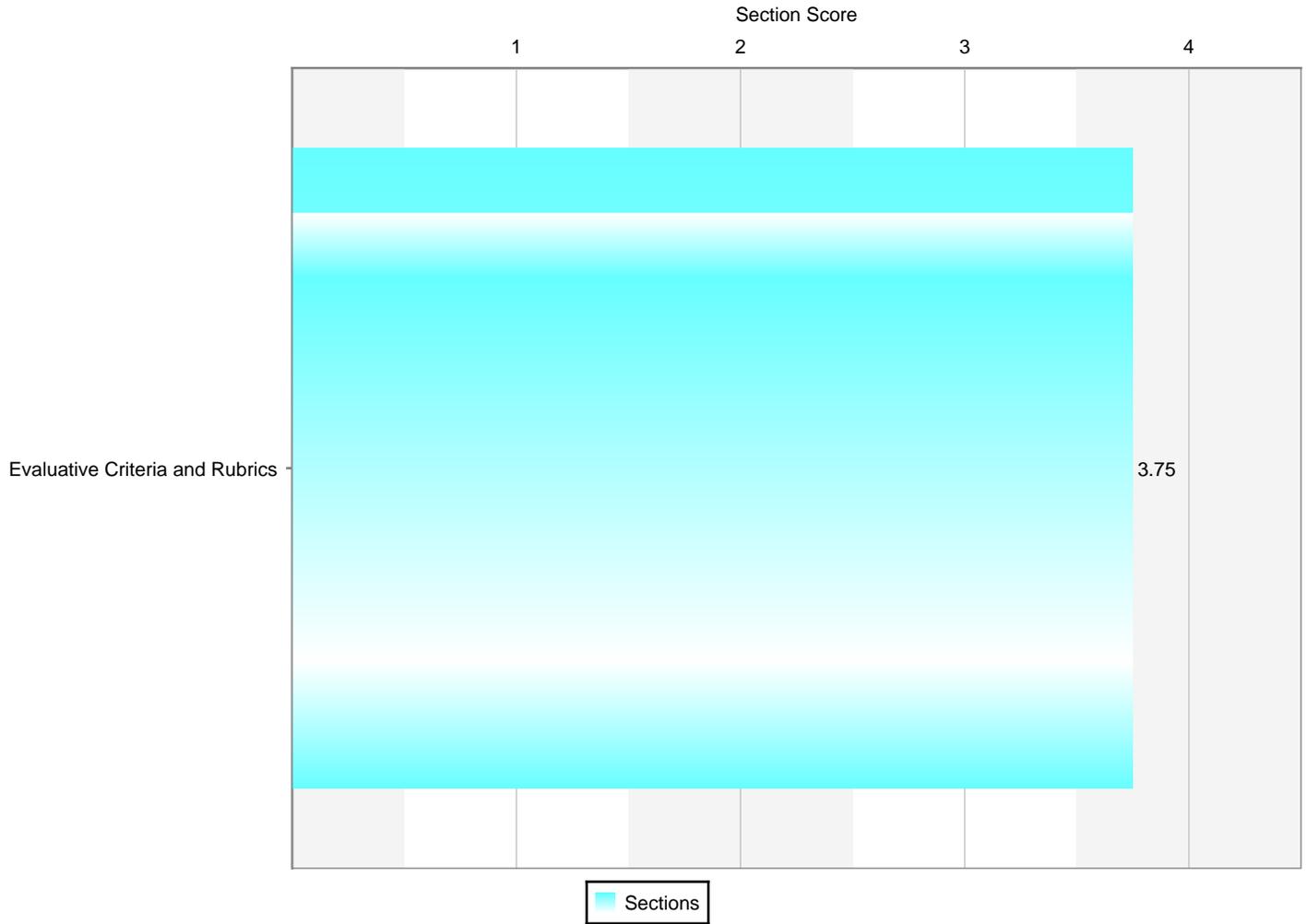
Black students are at 18.2% proficiency in Math and Indian students are at 34.7% proficiency in Math.

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

The ACT Aspire Data is consistent with the data used in STAR Reading.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The ACIP (Continuous Improvement Plan) committee met in August to discuss and analyze the 2015-2016 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.	ACIP Assurance Label 1 2016-2017 Leadership Team

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 schoolwide authority for Title I schools to ensure resources are based on our needs assessment.	ACIP Assurance Label 2 Non Discriminatory Statement 2016 2017 2016-2017 Principal Attestation

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 Tanya Williamson, 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.	ACIP Assurance Label 3 Non Discriminatory Statement 2016 2017 2016-2017 Principal Attestation

ACIP

Rosa A. Lott Middle School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	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.	ACIP Assurance Label 4 Lott Middle School Parental Involvement Plan 2016-2017

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Lott Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind Act of 2001 (participating children), 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 2016 - 2017 school year.	ACIP Assurance Label 5 2016-2017 School-Parent Compact with Principal's Signature

2016-2017 Goals and Plan for ACIP

Overview

Plan Name

2016-2017 Goals and Plan for ACIP

Plan Description

2016-2017 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	Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction, and Assessment for all core content areas 2016-2017	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$6450
2	Prepare and Support students through Student Support Services 2016-2017	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$19000
3	Provide Digital Tools and Resources to all Educators and Students 2016-2017	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	Prepare and Support Teachers to graduate College and Career Ready Students 2016-2017	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$6450

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 2016-2017

Measurable Objective 1:

3% of All Students will increase student growth from 27% to 30% in College and Career Ready Standards in Mathematics by 08/10/2016 as measured by ACT Aspire 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	08/10/2016	06/09/2017	\$6450	Title I Part A	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers

Measurable Objective 2:

3% of All Students will increase student growth from 36% to 39% in College and Career Ready Standards in English Language Arts by 08/10/2016 as measured by ACT Aspire 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 - 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	08/10/2016	06/09/2017	\$0	No Funding Required	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	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, All Teachers

Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Reading is a computer-adaptive assessment designed to provide accurate, reliable, and valid data quickly so that teachers can make good decisions about instruction and intervention	Academic Support Program	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, Teachers

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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To achieve the most growth in the area of Reading/ELA, Lott Middle will implement Accelerated Reader to support a practice reading program.	Academic Support Program	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, Teachers, Librarian

Goal 2: Prepare and Support students through Student Support Services 2016-2017

Measurable Objective 1:

100% of All Students will 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 06/09/2017 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.

(shared) 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 reteaching 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	10/03/2016	06/02/2017	\$14000	Title I Part A	Administrators, Teachers, Extended Day Teachers

Activity - Re-Direct Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000	Other	Administrators, Teachers, Re-Direct 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	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, Teachers, PST Members

Measurable Objective 2:

100% of All Students will 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 06/09/2017 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.

(shared) 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

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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 reteaching 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	10/03/2016	06/02/2017	\$14000	Title I Part A	Administrators, Teachers, Extended Day Teachers

Activity - Re-Direct Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000	Other	Administrators, Re-Direct 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	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, Teachers, PST Members

Goal 3: Provide Digital Tools and Resources to all Educators and Students 2016-2017

Measurable Objective 1:

100% of All Students will achieve college and career readiness to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption in Career & Technical by 06/09/2017 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	08/10/2016	06/09/2017	\$0	No Funding Required	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	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, Teachers, Counselor

Goal 4: Prepare and Support Teachers to graduate College and Career Ready Students 2016-2017

Measurable Objective 1:

100% of All Students will 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 06/01/2017 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 STAR Data and ACT Aspire 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 STAR Math and 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	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, Teachers

Activity - Think Through Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Lott Middle School will send Math teachers to Think Through Math veteran training and professional development opportunities and other TTM opportunities that targets the best instructional impact on student learning and student achievement.	Academic Support Program	08/10/2016	06/09/2017	\$6450	Title I Part A	Administrators, Teachers, TTM Consultants
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Activity - AMSTI and CMP 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, Math Teachers, AMSTI Consultants

Measurable Objective 2:

100% of All Students will 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 English Language Arts by 08/10/2016 as measured by STAR Reading and ACT Aspire Data that will allow for timely analysis of the STAR data to enable teachers to modify and adjust instruction based on STAR results and the ACT Periodic Assessments.

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 STAR Reading and ACT Aspire 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: STAR Reading, ACT Aspire, CCSS, CCRS

Activity - ELA Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, Teachers
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Activity - Administer STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers will administer STAR Reading during each assessment period and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement.	Academic Support Program	08/10/2016	06/09/2017	\$0	No Funding Required	Administrators, ELA Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Re-Direct Program	Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000	Administrators, Teachers, Re-Direct Teachers
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/10/2016	06/09/2017	\$0	Administrators, Teachers
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	08/10/2016	06/09/2017	\$0	Administrators, All Teachers

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STAR Reading	STAR Reading is a computer-adaptive assessment designed to provide accurate, reliable, and valid data quickly so that teachers can make good decisions about instruction and intervention	Academic Support Program	08/10/2016	06/09/2017	\$0	Administrators, Teachers
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	08/10/2016	06/09/2017	\$0	Administrators, Teachers, Counselor, Technology Teacher
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	08/10/2016	06/09/2017	\$0	Administrators, Teachers, Counselor
Accelerated Reader	To achieve the most growth in the area of Reading/ELA, Lott Middle will implement Accelerated Reader to support a practice reading program.	Academic Support Program	08/10/2016	06/09/2017	\$0	Administrators, Teachers, Librarian
Administer STAR Reading	ELA Teachers will administer STAR Reading during each assessment period and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement.	Academic Support Program	08/10/2016	06/09/2017	\$0	Administrators, ELA 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	08/10/2016	06/09/2017	\$0	Administrators, 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	08/10/2016	06/09/2017	\$0	Administrators, Teachers, PST Members
AMSTI and CMP 3	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	08/10/2016	06/09/2017	\$0	Administrators, Math Teachers, AMSTI Consultants
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	08/10/2016	06/09/2017	\$0	Administrators, All Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 reteaching 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	10/03/2016	06/02/2017	\$14000	Administrators, Teachers, Extended Day Teachers
Think Through Math Training	Lott Middle School will send Math teachers to Think Through Math veteran training and professional development opportunities and other TTM opportunities that targets the best instructional impact on student learning and student achievement.	Academic Support Program	08/10/2016	06/09/2017	\$6450	Administrators, Teachers, TTM Consultants
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	08/10/2016	06/09/2017	\$6450	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers
Total					\$26900	

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		

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 2015-2016, Lott Middle only had 7 teachers to participate in the School Climate Teacher Survey. Based on the current survey data from 2015-2016, Lott Middle only had 1 student out of 427 to participate in the School Climate Student Survey. With this being less than 1% of our students, This does not reflect enough participation to base areas of focus.

Lott Middle School will focus on reaching 100% of our teachers participating in the School Climate Survey for the 206-2017 school year.

Teachers will 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 2016-2017 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?

Lott Middle School will focus on reaching 100% of our teachers participating in the School Climate Survey for the 206-2017 school year.

Teachers will 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 2016-2017 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 of the above reported findings are consistent with findings from other stakeholder feedback sources?

Lott Middle School will focus on reaching 100% of our teachers participating in the School Climate Survey for the 206-2017 school year.

Teachers will 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 2016-2017 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

Areas in Need of Improvement

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

Based on the current survey data from 2015-2016, Lott Middle only had 7 teachers to participate in the School Climate Teacher Survey. According to those 7 teachers, our areas of focus are:

62.5% of the 7 teachers SD/DISAGREE with #26, #64, #69, #81

- #26 - At my school, repairs are made promptly.
- #64 - School leaders are available when needed.
- #69 - Faculty and staff at my school have the opportunity to be involved in the decisions that affect their work.
- #81 - School leaders have a positive impact on the school environment.

75.0% of the 7 teachers SD/DISAGREE with #47, #48, #50, #67, #70, #82

- #47 - I feel supported by school leaders.
- #48 - I am treated with respect by my school leaders.
- #50 - Teachers in my school feel they are supported by stakeholders.
- #67 - School leaders at my school set professional and positive example.
- #70 - School leaders at my school are fair to faculty and staff.
- #82 - School leaders encourage faculty and staff to share ideas and opinions

Based on the current survey data from 2015-2016, Lott Middle only had 1 student out of 427 to participate in the School Climate Student Survey. With this being less than 1% of our students, This does not reflect enough participation to base areas of focus.

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

What are the implications for these stakeholder perceptions?

We have been under new construction for the past year and a half.

The 2015-2016 school year was under new administration following several obstacles that has been a barrier in the past years.

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

Based on the current survey data from 2015-2016, Lott Middle only had 1 student out of 427 to participate in the School Climate Student Survey. With this being less than 1% of our students, This does not reflect enough participation to base areas of focus.

Lott Middle School will focus on reaching 100% of our teachers participating in the School Climate Survey for the 206-2017 school year.

ACIP

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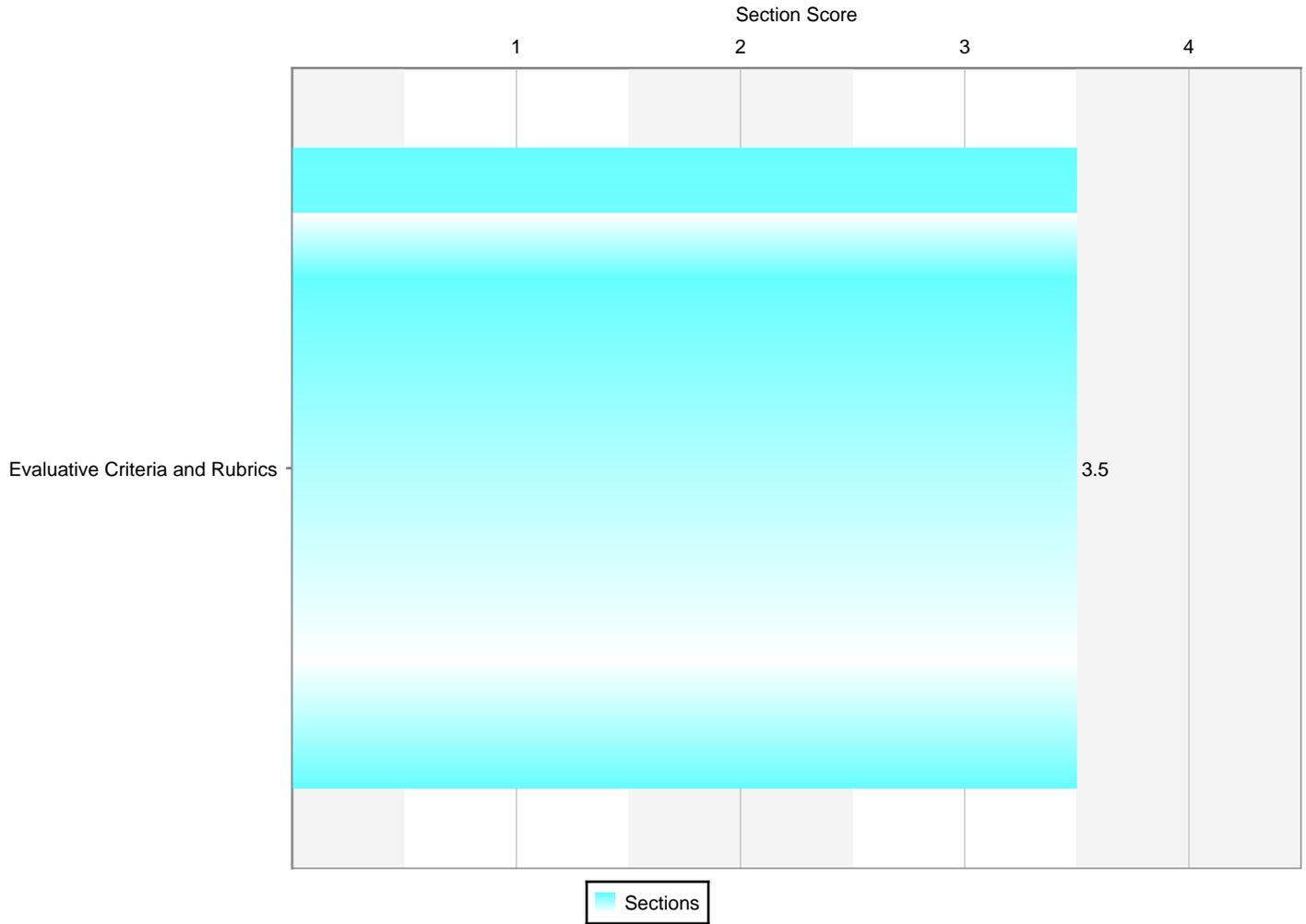
Teachers will take surveys during Faculty Meetings and sign-in once they have completed the suggested survey.

Students will be scheduled through one of their core subjects to participate in any/all student surveys for the 2016-2017 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

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

1. The Continuous Improvement Plan (ACIP) committee members, including parents, met in August to collaboratively examine and analyze a wide array of 2015-2016 test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress; the 2015-2016 (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), STAR Reading and STAR Math, 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.

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

2. As a result of the comprehensive needs assessment, our needs reflect to promote higher academic expectations and positive relationships SY 2016-2017

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focused on rigor, relevance, and relationships for all teachers and students with an emphasis in Math, Reading, and ELA according to our 2015-2016 Spring ACT Aspire data and the 2015-2016 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 2015-2016 Lott Middle School ACT Aspire data that was administered in the Spring of 2016:

6th Grade READING: 127 students were tested in Reading

Exceeding

Exceeding - 11.0% (14 students)

Ready Level - 27.6% (35 students)

Close Level - 26.8% (34 students)

In Need of Support Level - 34.6% (44 students)

6th Grade MATH: 127 students were tested in Math

Exceeding - 7.9% (10 students)

Ready Level - 37.0% (47 students)

Close Level - 46.5% (59 students)

In Need of Support Level - 8.7% (11 students)

6th Grade WRITING: 111 students were tested in Writing

Ready Level - 15.3% (17 students)

Close Level - 55.9% (62 students)

In Need of Support Level - 28.8% (32 students)

7th Grade READING: 147 students were tested in Reading

Exceeding - 5.4% (8 students)

Ready Level - 23.1% (34 students)

Close Level - 27.2% (40 students)

In Need of Support Level - 44.2% (65 students)

7th Grade MATH: 147 students were tested in Math

Exceeding - 4.1% (6 students)

Ready Level - 20.4% (30 students)

Close Level - 46.3% (68 students)

In Need of Support Level - 29.3% (43 students)

7th Grade WRITING: 132 students were tested in Writing

Ready Level - 9.1% (12 students)

Close Level - 44.7% (59 students)

In Need of Support Level - 46.2% (61 students)

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

7th Grade SCIENCE: 148 students were tested in Science

Exceeding - 10.8% (16 students)

Ready Level - 18.9% (28 students)

Close Level - 31.1% (46 students)

In Need of Support Level - 39.2% (58 students)

8th Grade READING: 146 students were tested in Reading

Exceeding - 6.8% (10 students)

Ready Level - 34.2% (50 students)

Close Level - 28.1% (41 students)

In Need of Support Level - 30.8% (45 students)

8th Grade MATH: 146 students were tested in Math

Exceeding - 4.1% (6 students)

Ready Level - 11% (16 students)

Close Level - 34.2% (50 students)

In Need of Support Level - 50.7% (74 students)

8th Grade WRITING: 131 students were tested in Writing

Ready Level - 7.4% (10 students)

Close Level - 49.4% (65 students)

In Need of Support Level - 42.7% (56 students)

The following data reflects the 2015-2016 STAR READING and STAR MATH assessment results for Lott Middle School students. This STAR Reading will be administered three times during the 2016-2017 school year. The set dates are September, January, and May. After each assessment, the results will be analyzed in order to monitor student progress and modify instruction according to the areas of concern. STAR Math will be administered four times. The additional date will be in November during the Fall Optional Testing dates.

3. What conclusions were drawn from the results?

3. Based on the 2015-2016 ACT Aspire Assessment that was administered to all Lott Middle School students in the Spring of 2016, these following conclusions were made:

6th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 38.6% and overall Not Proficient was 61.4%.

Math - Overall Math Proficiency Level was 44.9% and overall Not Proficient was 55.1%.

Writing - Overall Writing Proficiency Level was 15.3% and overall Not Proficient was 84.7%.

7th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 28.6% and overall Not Proficient was 71.4%.

Math - Overall Math Proficiency Level was 24.5% and overall Not Proficient was 75.5%.

Writing - Overall Writing Proficiency Level was 9.1% and overall Not Proficient was 90.9%.

Science - Overall Science Proficiency Level was 29.7% and overall Not Proficient was 70.27%.

8th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 41.1% and overall Not Proficient was 58.9%.

Math - Overall Math Proficiency Level was 15.1% and overall Not Proficient was 84.9%.

Writing - Overall Writing Proficiency Level was 7.6% and overall Not Proficient was 92.4%.

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

Based on the 2015-2016 ACT Aspire Assessment that was administered to all Lott Middle School students in the Spring of 2016, these following conclusions were made:

6th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 38.6% and overall Not Proficient was 61.4%.

Math - Overall Math Proficiency Level was 44.9% and overall Not Proficient was 55.1%.

Writing - Overall Writing Proficiency Level was 15.3% and overall Not Proficient was 84.7%.

7th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 28.6% and overall Not Proficient was 71.4%.

Math - Overall Math Proficiency Level was 24.5% and overall Not Proficient was 75.5%.

Writing - Overall Writing Proficiency Level was 9.1% and overall Not Proficient was 90.9%.

Science - Overall Science Proficiency Level was 29.7% and overall Not Proficient was 70.27%.

8th Grade Projections of Current Progress and Current Students

Reading - Overall Reading Proficiency Level was 41.1% and overall Not Proficient was 58.9%.

Math - Overall Math Proficiency Level was 15.1% and overall Not Proficient was 84.9%.

Writing - Overall Writing Proficiency Level was 7.6% and overall Not Proficient was 92.4%.

Our 2015-2016 ACT Aspire data was used to analyze subject proficiency by reporting categories, supplemental scores, and subject proficiency by grade level. The following information was concluded:

6th Grade:

Ideas and Analysis - 12.6% of students were proficient

Development and Support - 11.7% of students were proficient

Organization - 12.6% of students were proficient

Language Usage and Connections - 18.0% of students were proficient

7th Grade:

Ideas and Analysis - 6.8% of students were proficient

Development and Support - 6.1% of students were proficient

Organization - 7.6% of students were proficient

Language Usage and Connections - 14.4% of students were proficient

8th Grade:

Ideas and Analysis - 3.8% of students were proficient

Development and Support - 4.6% of students were proficient

Organization - 7.6% of students were proficient

Language Usage and Connections - 13.0% of students were proficient

5. 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.

6. 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 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.

7. 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

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

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 2016-2017

Measurable Objective 1:

3% of All Students will increase student growth from 27% to 30% in College and Career Ready Standards in Mathematics by 08/10/2016 as measured by ACT Aspire 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	08/10/2016	06/09/2017	\$6450 - Title I Part A	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers

Measurable Objective 2:

3% of All Students will increase student growth from 36% to 39% in College and Career Ready Standards in English Language Arts by 08/10/2016 as measured by ACT Aspire 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

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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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading is a computer-adaptive assessment designed to provide accurate, reliable, and valid data quickly so that teachers can make good decisions about instruction and intervention	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To achieve the most growth in the area of Reading/ELA, Lott Middle will implement Accelerated Reader to support a practice reading program.	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, Librarian

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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

Goal 2:

Prepare and Support students through Student Support Services 2016-2017

Measurable Objective 1:

100% of All Students will 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 06/09/2017 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.

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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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, PST Members

Activity - Re-Direct Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000 - Other	Administrators, Teachers, Re-Direct Teachers

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 reteaching 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	10/03/2016	06/02/2017	\$14000 - Title I Part A	Administrators, Teachers, Extended Day Teachers

Measurable Objective 2:

100% of All Students will 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 06/09/2017 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 - 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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, PST Members

Activity - Re-Direct Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000 - Other	Administrators, Teachers, Re-Direct Teachers

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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 reteaching 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	10/03/2016	06/02/2017	\$14000 - Title I Part A	Administrators, Teachers, Extended Day Teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**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 2016-2017

Measurable Objective 1:

3% of All Students will increase student growth from 36% to 39% in College and Career Ready Standards in English Language Arts by 08/10/2016 as measured by ACT Aspire 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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

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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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading is a computer-adaptive assessment designed to provide accurate, reliable, and valid data quickly so that teachers can make good decisions about instruction and intervention	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To achieve the most growth in the area of Reading/ELA, Lott Middle will implement Accelerated Reader to support a practice reading program.	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, Librarian

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students 2016-2017

Measurable Objective 1:

100% of All Students will 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 06/01/2017 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 STAR Data and ACT Aspire 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 STAR Math and 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 CMP 3	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	08/10/2016	06/09/2017	\$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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers

Activity - Think Through Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle School will send Math teachers to Think Through Math veteran training and professional development opportunities and other TTM opportunities that targets the best instructional impact on student learning and student achievement.	Academic Support Program	08/10/2016	06/09/2017	\$6450 - Title I Part A	Administrators, Teachers, TTM Consultants

Measurable Objective 2:

100% of All Students will 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 English Language Arts by 08/10/2016 as measured by STAR Reading and ACT Aspire Data that will allow for timely analysis of the STAR data to enable teachers to modify and adjust instruction based on STAR results and the ACT Periodic Assessments.

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 STAR Reading and ACT Aspire 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: STAR Reading, ACT Aspire, CCSS, CCRS

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Activity - Administer STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers will administer STAR Reading during each assessment period and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement.	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, ELA Teachers

Activity - ELA Departmental 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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**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 2016-2017

Measurable Objective 1:

3% of All Students will increase student growth from 36% to 39% in College and Career Ready Standards in English Language Arts by 08/10/2016 as measured by ACT Aspire 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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

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Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading is a computer-adaptive assessment designed to provide accurate, reliable, and valid data quickly so that teachers can make good decisions about instruction and intervention	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To achieve the most growth in the area of Reading/ELA, Lott Middle will implement Accelerated Reader to support a practice reading program.	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, Librarian

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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

Goal 2:

Prepare and Support students through Student Support Services 2016-2017

Measurable Objective 1:

100% of All Students will 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 06/09/2017 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 - 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 - 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 reteaching 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	10/03/2016	06/02/2017	\$14000 - Title I Part A	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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, PST Members

Activity - Re-Direct Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000 - Other	Administrators, Teachers, Re-Direct Teachers

Measurable Objective 2:

100% of All Students will 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 06/09/2017 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 - Lott Middle School implements a comprehensive program of school-based support services to help

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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 - Re-Direct Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000 - Other	Administrators, Teachers, Re-Direct 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	08/10/2016	06/09/2017	\$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 reteaching 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	10/03/2016	06/02/2017	\$14000 - Title I Part A	Administrators, Teachers, Extended Day Teachers

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

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 2016-2017

Measurable Objective 1:

3% of All Students will increase student growth from 36% to 39% in College and Career Ready Standards in English Language Arts by 08/10/2016 as measured by ACT Aspire 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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To achieve the most growth in the area of Reading/ELA, Lott Middle will implement Accelerated Reader to support a practice reading program.	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, Librarian

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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

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Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading is a computer-adaptive assessment designed to provide accurate, reliable, and valid data quickly so that teachers can make good decisions about instruction and intervention	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers

Measurable Objective 2:

3% of All Students will increase student growth from 27% to 30% in College and Career Ready Standards in Mathematics by 08/10/2016 as measured by ACT Aspire 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	08/10/2016	06/09/2017	\$6450 - Title I Part A	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers

Goal 2:

Prepare and Support students through Student Support Services 2016-2017

Measurable Objective 1:

100% of All Students will 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 06/09/2017 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 - Lott Middle School implements a comprehensive program of school-based support services to help students become successful, self-sufficient,

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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 - Re-Direct Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000 - Other	Administrators, Teachers, Re-Direct Teachers

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 reteaching 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	10/03/2016	06/02/2017	\$14000 - Title I Part A	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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, PST Members

Measurable Objective 2:

100% of All Students will 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 06/09/2017 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 - 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	08/10/2016	06/09/2017	\$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 reteaching 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	10/03/2016	06/02/2017	\$14000 - Title I Part A	Administrators, Teachers, Extended Day Teachers

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Activity - Re-Direct Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000 - Other	Administrators, Teachers, Re-Direct Teachers

Goal 3:

Prepare and Support Teachers to graduate College and Career Ready Students 2016-2017

Measurable Objective 1:

100% of All Students will 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 06/01/2017 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 STAR Data and ACT Aspire 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 STAR Math and 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

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Activity - AMSTI and CMP 3	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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Math Teachers, AMSTI Consultants

Activity - Think Through Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle School will send Math teachers to Think Through Math veteran training and professional development opportunities and other TTM opportunities that targets the best instructional impact on student learning and student achievement.	Academic Support Program	08/10/2016	06/09/2017	\$6450 - Title I Part A	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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers

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

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 2016-2017

Measurable Objective 1:

3% of All Students will increase student growth from 36% to 39% in College and Career Ready Standards in English Language Arts by 08/10/2016 as measured by ACT Aspire 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 - 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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

Activity - Sondag System Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The program is very systematically structured, with detailed lesson plans that include time to be spent on each section. Multi-sensory techniques are used, and students learn to read, write, and spell, simultaneously	Academic Support Program	08/10/2016	06/09/2017	\$0 - District Funding	Administrators, ELA 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	08/10/2016	06/09/2017	\$5000 - Title I Part A \$8000 - Title I Part A \$3000 - Title I Part A	Administrators, All Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To achieve the most growth in the area of Reading/ELA, Lott Middle will implement Accelerated Reader to support a practice reading program.	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, Librarian

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading is a computer-adaptive assessment designed to provide accurate, reliable, and valid data quickly so that teachers can make good decisions about instruction and intervention	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers

Goal 2:

Prepare and Support students through Student Support Services 2016-2017

Measurable Objective 1:

25% of Sixth, Seventh and Eighth grade students will increase student growth from scoring In Need of Support on the ACT Aspire to scoring Close or Ready on the ACT Aspire in Mathematics by 06/09/2017 as measured by ACTAspire reports.

Strategy1:

Remediation and Intervention Classes - Students who scored in the area In Need of Support in Math on the 2015-2016 ACT Aspire Summary report were placed in Math Remediation Classes and Math Intervention Classes as an elective for the 2016-2017 school year.

Category: Develop/Implement Learning Supports

Research Cited: TTM pathways, STAR Math

Activity - Monitor progress of Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will focus on differentiated instruction and individualized instruction based on their area of need. Monitoring of various reports and fidelity checks.	Class Size Reduction Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

Measurable Objective 2:

100% of All Students will 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 06/09/2017 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 - 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 - Re-Direct Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000 - Other	Administrators, Teachers, Re-Direct Teachers

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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 reteaching 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	10/03/2016	06/02/2017	\$14500 - Title I Part A \$1430 - Title I Part A \$1908 - Title I Part A	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	08/10/2016	06/09/2017	\$1688 - Title I Part A \$18132 - Title I Part A	Administrators, Teachers, PST Members

Measurable Objective 3:

100% of All Students will 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 06/09/2017 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 - 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 - Re-Direct Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle will implement the Re-Direct Program to address a variety of strategies and interventions to reduce the number of discipline referrals and to offer an alternative to out-of-school suspensions. One strategy will be a "continuum" of services that will be offered after school or on Saturday Academy School for students with disciplinary incidents at school. Effective discipline and the expectations for the behavior must be clear and explicit, the response, or range of responses, should be tailored to meeting the needs of the individual student, based on an understanding of why the particular student misbehaved. The interventions will be discussed one at a time and according to the disciplinary problem(s) for each individual student.	Academic Support Program	10/01/2016	05/27/2017	\$5000 - Other	Administrators, Teachers, Re-Direct Teachers

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 reteaching 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	10/03/2016	06/02/2017	\$1430 - Title I Part A \$14500 - Title I Part A \$1908 - Title I Part A	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	08/10/2016	06/09/2017	\$18132 - Title I Part A \$1688 - Title I Part A	Administrators, Teachers, PST Members

Measurable Objective 4:

25% of Sixth, Seventh and Eighth grade students will increase student growth from scoring In Need of Support on the ACT Aspire to scoring Close or Ready on the ACT Aspire in English Language Arts by 06/09/2017 as measured by ACT Aspire Repots.

Strategy1:

Remediation / Intervention Classes - Students who scored in the area In Need of Support in Reading/English Language Arts on the 2015-2016 ACT Aspire Summary report were placed in Reading/ELA Remediation Classes and Math Intervention Classes as an elective for the 2016-2017 school year

Category: Develop/Implement Learning Supports

Research Cited: STAR Reading, Lesson Plans

Activity - Monitoring of Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will focus on differentiated instruction and individualized instruction based on their area of need. Monitoring of various reports and fidelity checks.	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, PST Committee

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

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 2016-2017

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency ACCESS for ELL state mandated assessment in English Language Arts by 06/05/2017 as measured by accommodation documentation presentation for teachers of ESL students, accommodation training sign-in sheets, participation in ESL PD.

Strategy1:

Provide Personalized instruction for EL Students - English Language Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring that all ELs are receiving appropriate accommodations to facilitate learner success in content areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Direct Instruction, PD provided for ESL department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for ESL teachers to ensure success for English learners	Professional Learning	08/10/2016	06/09/2017	\$0 - District Funding	Content Teachers, Administrators, EL Coordinator

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction, and Assessment for

all core content areas 2016-2017

Measurable Objective 1:

3% of All Students will increase student growth from 36% to 39% in College and Career Ready Standards in English Language Arts by 08/10/2016 as measured by ACT Aspire 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	08/10/2016	06/09/2017	\$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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, All Teachers

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading is a computer-adaptive assessment designed to provide accurate, reliable, and valid data quickly so that teachers can make good decisions about instruction and intervention	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To achieve the most growth in the area of Reading/ELA, Lott Middle will implement Accelerated Reader to support a practice reading program.	Academic Support Program	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, Librarian

Measurable Objective 2:

3% of All Students will increase student growth from 27% to 30% in College and Career Ready Standards in Mathematics by 08/10/2016 as measured by ACT Aspire 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	08/10/2016	06/09/2017	\$6450 - Title I Part A	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers

Goal 2:

Provide Digital Tools and Resources to all Educators and Students 2016-2017

Measurable Objective 1:

100% of All Students will achieve college and career readiness to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption in Career & Technical by 06/09/2017 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

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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	08/10/2016	06/09/2017	\$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	08/10/2016	06/09/2017	\$0 - No Funding Required	Administrators, Teachers, Counselor, Technology Teacher

Component 3: Instruction by Qualified Staff

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. I have attached the 2016-2017 Principal Attestation to support Lott Middle School's compliance with NCLB, Section 119. The Principal Attestation has been signed by the Principal, Jason Golden, stating that Lott Middle attest to all the requirements. Attachment: 2016-2017 Principal Attestation for Lott Middle.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers 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	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.	

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

Teachers must follow grading parameters that are established by Curriculum and Instruction. The parameters are available on the MCPSS website and are discussed with parents at our Annual Title I Meeting. The grading parameters are set up to provide a framework of distributing assessments among designated categories. This helps to ensure the quarterly grades are 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 Tests (EQT's), STAR Reading and STAR Math, and ACT Aspire data. The tests are given to provide formative and summative assessments to assess the district's standards and the Common Core State Standards outlined in the Alabama Course of Study (ALCOS). Data from each test is given to teachers to analyze and identify areas of need.

Component 4: Strategies to Attract Qualified Teachers

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

Lott Middle School has an 8.3% teacher turnover rate from 2015-2016 to the current school year of 2016-2017. There were a total of 3 teachers who did not return to Lott Middle School for the current school year due to various reasons.

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

All teachers at Lott Middle School are highly qualified in the subjects they teach based on NCLB requirements.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Teachers new to the profession are 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 2016-2017 school year.

Component 5: High Quality and Ongoing Professional Development

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

Lott Middle School teachers participate and implement on-going professional development activities 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. CFA Training, Common Formative Assessments
2. Sondag 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

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

The following are professional development opportunities for teachers, principals, paraprofessionals, and other staff. Lott Middle provides opportunities for parents to learn about these professional opportunities as well to ensure our parents are understanding the high quality, effective, and research-based PD that is taking place at Lott Middle.

1. CFA Training, Common Formative Assessments
2. Sondag 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

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

The new teachers employed at Lott Middle school will be assigned an experienced teacher in the same subject area/grade level as a mentor. 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 a PLCIA form and turned in to the principal and a copy is placed in the Documentation Box as evidence.

4. Describe how this 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

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

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

1. 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), ARMT's, STAR Reading and STAR Math, and ACT Aspire 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 nonproficient students.

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

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

1. 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.

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

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.

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

RTI, Response to Instruction/Intervention, integrates core instruction, assessments, and intervention with a multi-tiered system. Teachers are expected to teach in a way that meets the individual needs of all students. RTI addresses both academic and behavior. Instructional support is identified in three tiers.

Tier 1 - Tier 1 is provided by the classroom teacher and is the first delivery of instruction to 100% of the students. Teachers must follow the complete cycle of instruction to ensure student engagement and reteaching. Instruction presented to students following the cycle of instruction should ensure the success and understanding of 80% of the students.

Tier 2 - Tier 2 is provided by the classroom teacher and the second delivery of instruction. This is provided to the students who need reteaching following the lesson. This is provided in small groups (15%) of students that provide additional time, if needed.

Tier 3 - Tier 3 is provided by the intervention teacher or the special education teacher to individual students (5%) requiring intensive support.

Reteaching and retesting may occur during the class period, before school, after school, or at another appointed time during the school day. For reteaching to be effective, teachers must use a different approach from the one they initially used, one that builds on previous activities, but that focuses on the omissions or errors in student thinking that resulted from these activities.

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

4. 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.

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

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 Blue 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.

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

N/A

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

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

The programs and resources are coordinated and integrated and will serve as a resource to measure progress, guide actions, and stay on course as well as build a common understanding within a team and throughout our school community. These programs will deepen the understanding and generate commitment as we provide the knowledge needed to successfully support and raise student achievement of the CCSS and CCRS. These programs are coordinated and integrated to support high quality professional development opportunities for teachers and other stakeholders to ensure every student has access to teachers who are prepared to teach to the levels of rigor and the depth required by the CCSS and the CCRS. Effective instruction through the implementation of Common Formative Assessments will reflect best practices based on current research with student achievement being top priority.

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

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.

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

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
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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.

Component 10: Evaluation

1. 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), CFA's, STAR Reading and STAR Math, and ACT Aspire 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 nonproficient students.

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

The Continuous Improvement Plan (ACIP) committee members, including parents, met in August to collaboratively examine and analyze a wide array of 2015-2016 test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress; the 2015-2016 (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.

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

The 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.

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

The 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 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.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Lott Middle School chose to keep our previous goals for the 2016-2017 school year and will measure progress to show student achievement and school-wide progress.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

Lott Middle School chose to keep our previous goals for the 2016-2017 school year and will measure progress to show student achievement and school-wide progress.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	20.62	21.10	1,049,363.00
Administrator Units	1.00	1	86,301.00
Assistant Principal	0.50	0.50	34,462.00
Counselor	1.00	1.0	51,302.00
Librarian	1.00	1.0	50,662.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	4,251.00
Professional Development	0.00	0.0	1,601.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	10,177.00
Library Enhancement	0.00	0.0	534.00
Totals			1,288,653.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	87687.84

Provide a brief explanation and breakdown of expenses.

Retract Aide \$31305.82

Teacher Substitutes for Substitutes \$2,322.00

Suppl/Other/OT 17,854.00

Employee Benefits \$16,689.00

Educational Services \$8,000.00

Technical Services \$6,450.00

Property Services \$3,000.00

Other Purchased Services \$1,908.00

Instructional Supplies \$6,688.00

Non-Capitalized Equipment \$6,465.00

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	5000.0

Provide a brief explanation and a breakdown of expenses.

The ReDirect Program Funds will be utilized for Saturday School. The ReDirect Program will be offered for students in need of additional academic assistance to prepare for ACT Aspire testing. This program will begin during the month of October and run through the end of April

Title VI

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

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	103950.3

Provide a brief explanation and breakdown of expenses

Supplemental/ OT/ Other Local Revenues...\$17,551.00

Employee Benefits...\$3,442.00

Property Services...\$1,057.16

Utilities...\$79,900.23

Instructional Supplies...\$2,000.00

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

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 two meetings, one in the morning and one in the evening, 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 Parental Involvement 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 \$1,687.84 for the 2016-2017 school year.

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

1.) To assist in providing the opportunity for all parents to attend, the annual Title I Meeting will be offered at two separate times, if needed; once during the school day and once in the evening. During this annual Title I Meeting, Lott Middle School parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given of the Title I services offered and how parents have the right to be involved in their children's education.

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 reading and math materials to place in the parent resource center in order for parents to have access to materials 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 2016-2017 School Year are \$1,687.84

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

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. The information will be distributed in English as there are no English Language Learners enrolled at Lott Middle at this time. Parents will learn how to access the Middle School curriculum, the ALCOS, how to schedule parent meetings, and how they can participate in decisions related to the education of their child. Parent-Teacher-Student Partnership conferences are held during the first semester and on Parenting Day to explain test results from ARMT administered in Spring of 2012. Parents are also given a copy of their results. Progress reports are sent home at mid-quarter to keep parents aware of the educational progress their children are making. Also, progress reports are mailed to parents if their child has a D or E average at mid-quarter to ensure parent notification. Parents are given a copy of the Parent-Student Handbook which includes a detailed description of these topics as well as a copy of the Parental Involvement Plan.

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

As a component of the local school parental involvement 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 high standards. Lott Middle School strives to maintain 100% development, distribution, and implementation of the School-Parent compacts for all students enrolled. 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 with the parents and students to review the compact. 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.

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

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 allegation must be a written complaint and must be supported by appropriate documentation and the complaint should be submitted to the school. Once the school receives the complaint, the complaint is addressed to the Assistant Superintendent of Federal and Special Programs. The complaint must be signed and dated before submitting. 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.

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to

monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

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. 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 an 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. Transition activities are held for incoming 6th grade students and outgoing 8th grade students to advise both parents and students of standards that must be met.

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

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

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

Lott Middle School participates in a system-wide parenting activity that is held each year in October to discuss ways to train parents to help their child to improve their achievement. 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.

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

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

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

Lott Middle School will continue to work with its teachers through in-services, faculty meetings, departmental meetings, and sending staff to high quality training outside of Lott Middle School in order to gain understanding in the importance of parental involvement 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 involvement activities. Office personnel and staff members are included in these faculty meetings. In addition, this year our principal will be working closely with each lead teacher to ensure that departmental meetings include a parent involvement focus. The principal will set the expectation that teachers work closely with our parent organizer to welcome parents to the school as appropriate, in planning parent involvement activities and meeting parents' needs for their children. Parents are kept informed and invited to Lott Middle School events through use of School Messenger, School-in-Sites, the marquee, newspapers, Facebook page and handouts.

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

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

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

Lott Middle School coordinates its parent involvement 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 Home School Involvement, when needed. Our parent representatives regularly meets with the CIP Committee in an effort to maximize the benefit of all offered parental involvement activities and to ensure that all activities are aligned with our CIP goals. Our counselor includes activities with such outside agencies such as SWAT (Students Working Against Tobacco), Citronelle Police Department and the Citronelle City Council. Lott Middle School also integrates activities from the Alabama PIRC (Parent Involvement Resource Center) and the MCPSS Office of Home School Involvement. Other programs include but not limited to; Mayor's Promise, McDonald's Incentive Program, Establish a PTO and active officers.

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

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

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

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, newspapers and radio are all used to contact parents regarding any activities they should be involved in for the benefit of their child. At the present time, Lott Middle School has 0 EL students enrolled but all the students have exited the program and are identified as FLEP (Former EL students). Information is provided to parents of these children in Spanish. In addition, if EL 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.

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

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

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

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 was given to parents in the spring of 2015. Parent needs and activity suggestions will be reviewed by the CIP committee and parent advisory committee. Parental activities will be planned for the school year as activities were planned for this current year based on the parent survey from spring of 2015. A Title 1 meeting is held annually to explain the rights of parents and to encourage parents to become involved in the academic process at Lott Middle School.

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

The MCPSS EL curriculum is rooted in the WIDA Consortium's English Language Proficiency Standards for English Learners (ELs). The standards encompass:

- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies
- Social and Instructional language usage

The WIDA ELP Standards are designed as a curriculum planning and assessment preparation to help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels. ESL and classroom teachers receive training in the WIDA standards and their implementation in instruction and assessment. In the MCPSS System of Support Framework, ELs receive the Tier I first delivery of instruction from the classroom teacher with appropriate instructional and assessment accommodations. Tier II services are provided through ESL pull-out or inclusion classes. Tier III services are provided through an IELP (Individualized English Learning Plan). Classroom teachers receive training in the SIOP (Sheltered Instruction Observation Protocol) strategies, a scientifically research based model for training teachers in strategies for instructing ELs in the regular classroom. Lott Middle School provides, to the extent applicable, opportunities for the participation of parents with limited English proficiency and parents with disabilities. Currently Lott Middle School has 0 FLEP students that have exited the program. All parent notifications are sent to parents of these children in their home language when practicable. In addition, if we have EL students to enroll, an EL teacher will be available to obtain assistance in verbal communications with

these EL parents. Every effort is made to accommodate parents and students with disabilities; this is a handicapped-accessible building. 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 whose first language is not English. Good communication with all parents will mitigate many of the issues ensuing from a pupil's family situation and caring role.