ACIP

Nichols-Lawson Middle School

Sylacauga City Board of Education

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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?

Nichols-Lawson Middle School (NLMS) is a twelve year-old school developed by combining sixth grade from Mountainview Elementary School and seventh and eighth grade from East Highland Junior High School. NLMS is located in a diverse southern community in central Alabama. Since its origin in December of 2003, the school has experienced a fluctuating school population and a partial retention of faculty and staff. NLMS serves approximately five-hundred students in Sylacauga, Alabama.

Nichols-Lawson Middle School is fully accredited by our regional accrediting association, SACS. NLMS was included in the District Accreditation by AdvanceEd in 2008 and 2012. NLMS has a school population of 497 students. Seventy-one percent of the students qualify for the free or reduced lunch program. Three hundred thirty-three students are on free lunch and twenty students qualify for reduced lunch. The student make-up of Nichols-Lawson is as follows: 82 African American males, 98 African American females, 3 multi-racial males, 160 white males, 143 white females, 3 Hispanic males, and 8 Hispanic females. NLMS has 37.5 certified staff members, 2.5 instructional assistants, 2.5 office personnel, 5 child nutrition workers, 3 janitorial staff and 1 nurse. The faculty and staff are comprised of 87% white personnel, 11% African American and 2% Hispanic personnel. All certificated personnel are highly qualified.

Sylacauga, Alabama is a progressive Talladega County community that has valued a sound educational system with strong public support for many decades. The city of Sylacauga is located forty-five miles southeast of Birmingham and sixty-five miles north of Montgomery. Our 2000 estimated population was 12,616. According to our 2010 Census, Sylacauga has a population of 12,749. This was an increase of 1.1%. The racial composition of the community is predominantly white (65.9%) with approximately 30.1% African-American, 2.3% Hispanic, and the remaining 1.1% Asian, Indian and other. Sylacauga has a mix of service industry, manufacturing, and retail business. The religious orientation is predominantly Christian, including the following houses of worship: Assembly of God, Baptist, Catholic, Church of Christ, Church of God, Jehovah's Witnesses, Methodist, Pentecostal, and Presbyterian. The median income for a household in Sylacauga is approximately $34,591.

The last three years have presented challenges for Sylacauga. The community has had to surmount a depressed economy. The impact of the national recession has caused the loss of three manufacturing industries which were primary local employers. Avondale Mills, Russell Corporation, and Southeastern Color Graphics have all been sorely missed. Most recently, the brief closure of Blue Bell has affected many of the families in our area and school. Local school funding has dropped and affected the loss of seven teacher units at NLMS. Community expectations, however, are still very high. The city leadership is collaborating with the school district to recruit industries as well as talented teachers to continue Sylacauga's tradition of excellence. This type of optimism abounds in our district where the most valuable resource is our innovation. Our challenge is to be creative in serving our student population, with diminishing revenue sources, and mounting educational needs in the areas of technology and capital improvement.

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 Nichols-Lawson Middle School motto is "Commitment to Excellence." This motto is evident in each classroom at NLMS. The faculty and staff all strive to instill a commitment to excellence in each student through rigorous coursework, high expectations and meaningful relationships. The mission of the Sylacauga City Schools, in partnership with families and the community, is to prepare graduates who are ready for college, career, and community success. This commitment to college, career and community (CCC) is reflected in the Sylacauga City Schools' Belief Statements.

In order to accomplish our mission, the Sylacauga City School System is committed to these beliefs:

-High expectations are necessary to achieve goals and expand opportunities for all.

-Education is a responsibility shared by families, schools and the community.

-Safe, innovative, student-centered schools optimize student success.

-Exemplary teachers, leaders, and staff who are well resourced and supported are essential for effective schools.

-Rigorous, relevant curriculum and diversified instruction maximize student achievement.

-Effective schools operate with equity, accountability, and fiscal responsibility.

-Effective schools inspire trust, invite collaboration, and are valuable assets to our community.

Sylacauga has a vision for student achievement that is supported with instructional support, enhanced by periodic monitoring, and endorsed by teacher commitment. That vision has both short range goals and long range goals that are supported by a belief that all children can learn and will learn. Our values are consistently taught through academic rigor and a level of accountability that challenges the students daily. NLMS embodies its purpose through rigorous course offerings, elective courses in foreign language, fine arts and career tech, academic support classes, physical education courses and strong commitment to academic excellence.

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.

Nichols-Lawson Middle School has achieved many successes and experienced great academic improvement over the last three years. Most notably are Nichols-Lawson's improvement in math and writing, as measured by the ACT Aspire Assessment. Nichols-Lawson students showed an overall 11% increase in proficiency in writing and an overall 7% increase in proficiency in math. However, Nichols-Lawson administration and faculty have identified reading as an area of improvement due to a decrease in proficiency in reading across all grade levels.

Sixth grade students at NLMS showed an increase in proficiency in math of 10% and an increase in proficiency in writing of 8%. However, sixth grade students showed a decrease in proficiency in reading of 6%, a decrease in English proficiency of 5% and a decrease of science proficiency of 4%.

Seventh grade students at NLMS showed an increase in proficiency in math of 2%, an increase in proficiency in writing of 10% and an increase in English proficiency of 6%. However, seventh grade students showed a decrease in proficiency in reading of 9% and a decrease of science proficiency of 4%.

Eighth grade students at NLMS showed an increase in proficiency in math of 6%, an increase in proficiency in writing of 14%, an increase in English proficiency of 5% and an increase of science proficiency of 8%. However, eight grade students showed a decrease in proficiency in reading of 4%.

In the Spring of 2014, NLMS was identified as a FOCUS school due to the achievement gap in math between the regular education students and students who receive special education services. NLMS is also making a transition from a Title I Targeted Assisted program to a School-wide Title I Program with the 2015-2016 school year.

Additional Information

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

This year, a creative schedule was put in place at Nichols-Lawson Middle School based on recommendations made by Robert Canady, scheduling expert. Our Leadership team, faculty and staff have worked to implement this new schedule for the 2015-2016 school year. This new schedule allows for increased time spent in the core academic areas of language arts and math. This schedule allows students to alternate physical education with an elective or remediation course. Teachers will use the daily "Success" class to address areas of academic need, conduct AVID classes, hold Advisory period and teach character education or career exploration units.

NLMS is in our third year of participating in AVID (Advancement Via Individual Development). This program is designed to increase school wide learning and performance. Its purpose is to restructure the teaching methods of an entire school and to open access to the curriculum that will ensure four-year eligibility for the majority of students. Students recruited into AVID are typically the first in their families to attend college. They are generally from low-income backgrounds, and although capable of completing a rigorous curriculum, are falling short of achieving their potential. These students have the potential to succeed in college, but need the extra encouragement and academic assistance that traditional secondary school programs do not offer.

New programs to NLMS for the 2015-2016 school year include: the Advisory Program, CHAMPS, SREB/LDC, Project Lead the Way and a renewed AMSTI initiative. The Advisory Program was implemented at NLMS to allow students to have an advocate and mentor at school. Each student at NLMS was assigned a teacher to serve as his/her advisor. Advisory is held twice a month during Success. NLMS has also implemented a program through Safe and Civil Schools known as CHAMPS. The goal of CHAMPS is to create an effective classroom management plan that prevents misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated and highly engaged in instructional activities. In addition to the CHAMPS Implementation Team, all teachers have been trained in CHAMPS. Several of our teachers are participating in the Southern Regional Education Board's Literacy Design Collaborative. SREB is using a new approach to professional development to bring powerful teaching and learning tools into classrooms schoolwide, districtwide and statewide. Literacy Design Collaborative (LDC) helps students reach the deep learning necessary to master college- and career-readiness standards. Nichols-Lawson has also begun a course in Project Lead the Way. Project Lead The Way provides a comprehensive approach to STEM Education. Through activity-, project-, and problem-based curriculum, PLTW gives students a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. Nichols-Lawson also has a renewed AMSTI Initiative for the 2015-2016 school year. Our science teachers participated in AMSTI training during the 2015 summer break. The Alabama Math, Science, and Technology Initiative (AMSTI) is the Alabama Department of Education's initiative to improve math and science teaching statewide. AMSTI is the largest, most comprehensive, and most successful math and science initiative in the nation.

Sylacauga is the largest producer of white marble in the world. It is known as "The Marble City." This marble was used in the bust of Abraham Lincoln that is housed in the US Capitol. Sylacauga Marble was also used in the US Supreme Court Building, the Washington Monument, and the Lincoln Memorial. The marble is mined by two companies, IMERY'S and Omya Alabama. Blue Bell manufacturing facility opened in 1996. This facility employs around two hundred people and produces ice cream for the southeastern United States.

The city of Sylacauga filed a lawsuit against the REEF waste treatment facility in 2009. This lawsuit requested that the facility cease operations that produced the noxious odor that from time to time permeates the air. REEF filed for bankruptcy in 2011. The US Environmental Protection Agency in now overseeing the cleanup of the former waste treatment facility.

Our school relies on the SAFE/Bridges program to respond to the many needs of our students and their families. SAFE provides tutors to NLMS two days a week during third block for reading remediation. Additionally, Bridges provides after-school tutoring to many of our students. SAFE partners with area volunteer groups to provide food, clothing, school supplies, and other essential needs for our students. With the help of community agencies, such as SAFE, and the efforts of the Sylacauga City School System, Sylacauga is now a 6-time winner

of the "100 Best Communities for Young People." This award recognizes communities that have made efforts to reduce the school drop-out rate and provides services and support to their youth.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Nichols Lawson Middle School (NLMS) Instructional Leadership Team is comprised of a variety of stakeholders. All stakeholder groups are engaged in the process of developing the Continuous Development Plan (CIP). The Administrative Team which consists of the principal, assistant principal and counselor are members of the Instructional Leadership Team. A faculty member(s) is selected by the Administrative Team to guide the development of the CIP each year. The teacher(s) are then responsible for organizing the Instructional Leadership Team that is representative of the stakeholders of our school. Two teachers from each grade level are asked to serve on the team as well as the school Title I Teacher. The System Director of Instruction and Intervention is asked to join the team as a representative from the central office. The team engages the Technology Coordinator and System ELL Teacher as well in developing the plan. Parents are asked to join the team and give input into the process. A representative from the community is asked to join the team as their input is important as well. The stakeholders were informed by letter and/or email as to when the meetings would occur. The initial meeting of the Instructional Leadership Team is to inform the members of the team of their differing roles. During October 2013, teachers took the Transform2020 survey based on what technology they have and use. We met the 80% required responses and used that data to in our technology plan.

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

Our Instructional Leadership Team analyzes the assessment data, and evaluates the strengths and weaknesses. As the Instructional Leadership Team leads the faculty in performing the AdvancED self-assessment, the team will make sure that the strengths, weaknesses, and strategies for improvement presented in the Continuous Improvement Plan are aligned with the findings of the self-assessment. While these forms of documentation have similarities and differences in the format and in the addressed criteria, the Instructional Leadership Team will work to make sure they are as closely aligned as possible. The goals are set in order to achieve the ultimate results for our students. Faculty meetings are held to discuss assessment data and teacher input is accepted. Grade level team meetings and subject area meetings are held for course planning. Parents are given information during PTO meetings and are given a chance for input. Parents of Title I students are informed about content standards and assessments through open communication with the Title I Teacher. All parents are versed on how to monitor their child's progress and how to work with teachers to improve achievement. The testing coordinator provides data needed to complete the CIP. The district chief school financial officer provides information regarding funds and resources. The ELL Teacher provides information necessary to meet the needs of the English Language Learners at NLMS. The technology coordinator addresses issues involving technology and we have a school technology committee with representatives from each grade level and area. Several school technology committee members represent NLMS on the district technology committee.

The Instructional Leadership Team is listed below:

Debbie Barnett Principal

Heath Harmon Assistant Principal

Wendy Arnold Counselor

Carol Martin - Director of Instruction and Intervention

Tracey Thomas - Technology Coordinator/Media Specialist

Billy Faircloth- 6th grade Teacher

Patti Richardson - 6th grade Teacher

Jaclyn Robinson - 7th grade Teacher

Joey Fleaman - 8th grade Teacher

Melissa McCartney 8th grade Teacher

Rhonda Courson - 8th grade Teacher

Laurie Barton - Title I Teacher

Jamie Henderson - Special Education Teacher

Angelia Carlton - ELL Teacher

Mark Arnold - Community member

Anna Proctor - Parent

Adam Gardner - Parent

Tracie Gamble - Parent

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 for Nichols Lawson Middle School will be available for parents and other stakeholders in the library, school office and the Central Office. The condensed CIP will also be available on the school website http://nicholslawson.al.scm.schoolinsites.com/. A condensed version will be presented at a school board meeting in the fall of each year for board approval. A parent workshop will be held for all Title I parents. Parents are given the condensed version of the CIP in PTO meetings. The CIP will also be presented to the public at the System-wide Parent Night in September 2015. Progress made on the CIP will be reported each nine weeks. The CIP is made available to teachers in faculty meetings. Teachers are able to discuss the data and evaluate any improvements made. As new testing data is made available throughout the year, the CIP will be revised and presented to the various stakeholders. Representatives from the team will meet with teachers during grade level team meetings and subject area meetings for course

planning. Through all of the measures listed above, all stake holders will be made aware of the CIP and any progress made throughout the year. The school's technology plan will be posted on the school's website so that it is available to all stakeholders.

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		2014-2015 Data Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

Areas of Notable Achievement

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

Sixth through eighth grade ACT Aspire English data and sixth grade math ACT Aspire data fell withing the Ready range.

All other subject area scores in all grade levels fell within the Close range.

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

Overall, NLMS experiences a 2% increase in proficiency in English, an 11% increase in proficiency in writing and a 7% increase in proficiency in math.
Sixth grade students showed an increase of 8% in writing proficiency and an increase of 10% in math proficiency.
Seventh grade students showed an increase of 6% in English proficiency, an increase of 10% in writing proficiency and an increase of 2% in math proficiency.
Eighth grade students showed an increase of 5% in English proficiency, an increase of 14% in writing proficiency, an increase of 6% in math proficiency and an increase of 8% in science proficiency.

Which area(s) indicate the overall highest performance?

According to the ACT Aspire 2014-2015 data, students in grades 6-8 showed highest proficiency in English with 60% of sixth graders, 77% of seventh graders and 75% of eighth graders falling in the Ready range.

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

Our African-American students and our white students show a trend towards increasing performance in writing.
No trend data is available for our Hispanic students or students who are not categorized.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between our African-American students and our white students in English and science.

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

Other sources of data, which would provide comparison, are not disaggregated. This is reflected in the Student Performance Worksheet.

Areas in Need of Improvement

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

According to the ACT Aspire data, sixth through eighth grades fell in the close range in reading, science and writing. Additionally, seventh and eighth grades fell in the close range for math.

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

Overall, NLMS experiences a 6% decrease in reading proficiency.

Sixth grade showed a 6% decrease in proficiency in reading, a 5% decrease in proficiency in math and a 4% decrease in proficiency science.

Seventh grade showed a 9% decrease in proficiency in reading and a 4% decrease in proficiency in science.

Eight grade showed a 4% decrease in proficiency in reading.

Which area(s) indicate the overall lowest performance?

According to the ACT Aspire 2014-2015 data, students in grade 6-8 showed overall lowest performance in writing.

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

African-American and white students show a trend toward decreasing performance in reading.

Between which subgroups is the achievement gap becoming greater?

The achievement gap between African-American and white students is increasing in writing and reading.

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

Other sources of data, which would provide comparison, are not disaggregated. This is reflected in the Student Performance Worksheet.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
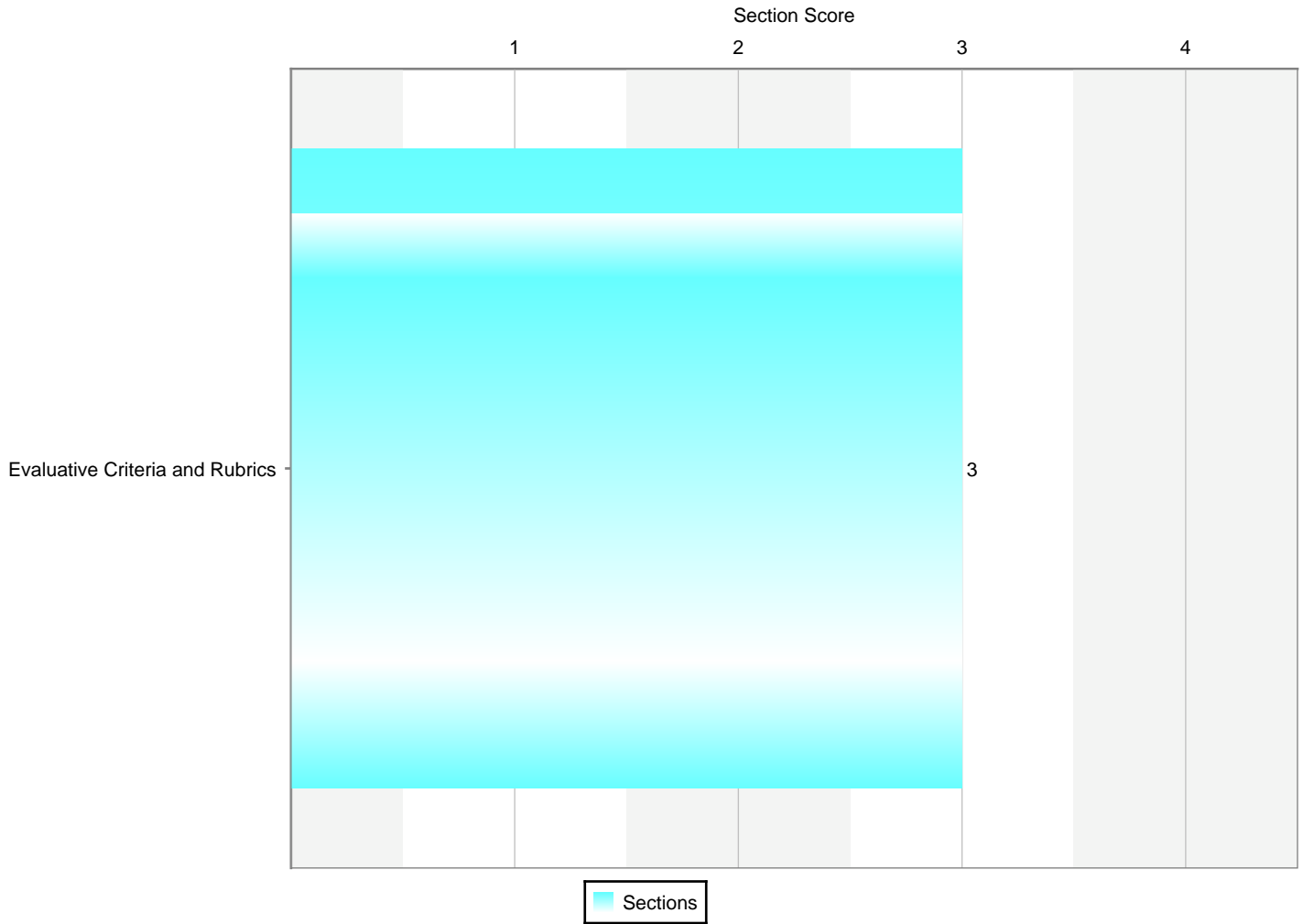
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	The Sylacauga City Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) have been designated to handle inquiries regarding non-discrimination policies: Title: Sylacauga City School System Address: 605 W. 4th Street Sylacauga, AL 35150 Telephone Number: 256-245-5256	

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	See Attachment	2015-2016 Parental Involvement Plan

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

NLMS CIP 2015-2016

Overview

Plan Name

NLMS CIP 2015-2016

Plan Description

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	NLMS students will increase in their reading proficiency in Grades 6-8	Objectives: 1 Strategies: 9 Activities: 14	Academic	$3020
2	NLMS will increase the Math proficiency in Grades 6-8.	Objectives: 1 Strategies: 6 Activities: 13	Academic	$3000
3	NLMS will increase Science proficiency in Grades 6-8.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$0
4	Narrow the achievement gap in special education subgroup and regular ed. students	Objectives: 2 Strategies: 4 Activities: 7	Academic	$3000
5	NLMS will decrease the number of discipline referrals in grades 6-8.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$20000

Goal 1: NLMS students will increase in their reading proficiency in Grades 6-8

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6th-8th in Reading by 05/20/2016 as measured by ACT Aspire and Star Assessments. STAR assessment results will be reviewed quarterly. ASPIRE will be reviewed yearly.

Strategy 1:

Pre-Advanced Placement - Not only will students in all three grades be able to participate in pre-advanced placement classes, but students in regular English Language

Arts classes will also experience some of the higher-level reading, writing, and thinking skills and strategies introduced in the pre-advanced placement classes.

Category:

Research Cited: http://www.nms.org/Programs/ResearchResults.aspx

http://www.apluscollegeready.org/data-presentations

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze, evaluate, and compare various types of rigorous text excerpts and articles by using high-end grade-level literature and informational texts found in textbooks, workbooks, websites and novels.	Other - Partner and Small Group Work	08/05/2015	05/20/2016	$0	No Funding Required	6th - 8th grade English teachers

Activity - Rigorous Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow the rigorous A+ College Ready curriculum (through Dropbox links, the website, and training materials) and/or use the materials, lessons, and assessments available through the Laying the Foundations website and training materials.	Direct Instruction	08/06/2015	05/20/2016	$0	No Funding Required	6th - 8th grade ELA teachers

Activity - Rigorous Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Require student engagement in upper Bloom's Taxonomy skills by facilitating differentiated activities such as philosophical chairs, literature circles, foldables, and graphic organizers. Employ on a weekly basis the nine best teaching practices identified by Marzano.	Other - Guided Practice	08/06/2015	05/20/2016	$0	No Funding Required	6th - 8th grade ELA teachers

Strategy 2:

Bellringers - Bell Ringers are used to introduce new content, review previously-taught content, or as a homework review. Some Course of Study content can be covered

entirely through bellringers, while others can be reinforced

Category:

Research Cited: http://www.c-spanclassroom.org/Lesson/781/Bell+Ringers.aspx

Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Introduce Latin and Greek root words, academic vocabulary and domain-specific vocabulary through Bellringers	Direct Instruction	08/05/2015	05/20/2016	$0	No Funding Required	6th-8th Grade English Teachers

Strategy 3:

Assessments - One goal of assessment is to determine knowledge and ability level before direct instruction takes place.

Another goal is to monitor student learning so that student misunderstandings of content can quickly be corrected. A third goal is to direct teacher instruction. A benefit

of assessment is that students can analyze their own academic progress. A final goal is to assess student mastery of standards.

Category:

Research Cited: http://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Utilize anticipation guides, exit slips, interactive technology, and other forms of formative assessment regularly so as to ascertain student understand and direct teacher instruction.	Academic Support Program	08/05/2015	05/20/2016	$0	No Funding Required	6th-8th Grade English Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach students to monitor their own reading progress by creating a bar graph of their scores on STAR and STI assessments or by printing out each student's scores for them to see and compare. Allow students to set individual goals toward improvement.	Other - Data Analysis	08/05/2015	05/20/2016	$0	No Funding Required	6th-8th English teachers

Strategy 4:

Technology - Effective teacher-use and student-use of technology will result in greater student engagement, an increase in student achievement, and will ultimately produce a student who is better prepared for college and career.

Category:

Research Cited: http://www.act.org/research/policymakers/pdf/school_tech.pdf

Activity - Technology Infused Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will regularly use available interactive technology such as Smart Boards/Promethean Boards, wireless slates, document cameras, Chromebooks, Clickers, BYOD, etc. to enhance reading lessons.	Technology	08/05/2015	05/20/2016	$0	No Funding Required	6th-8th English teachers

Strategy 5:

Classroom Intervention - Students with low STAR benchmark scores, Aspire scores, STI Assessment scores, and/or who continue to score D's and F's at grade-reporting time (every 4 ½ weeks), will receive individual and small-group help.

Category:

Research Cited: http://www.rtinetwork.org

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to identify which students need intervention. Divide students into tiered groups for direct instruction at their level of academic need. Students may be encouraged to attend before-school or after-school tutoring offered by the teacher.	Academic Support Program	08/05/2015	05/01/2017	$0	No Funding Required	6-8 grade English teachers

Strategy 6:

Data Meetings - Grade-level teachers meet twice a month and the RTI Team meets twice each nine weeks to identify
students who are not responding to classroom interventions and to make a formal plan of intervention for the student.

Category:

Activity - Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to identify which students might benefit from participating in the school-wide intervention programs such as the daily Success Remediation class, the daily after-school tutoring program Bridges, and the Saturday School program which meets at least once a month.	Professional Learning, Academic Support Program	08/05/2015	05/20/2016	$0	No Funding Required	All faculty, RTI Team

Strategy 7:

Text Complexity - Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Students should build

reading experiences with texts about a variety of subjects, checking understanding as they read and using reading strategies for challenging texts.

Category:

Research Cited: http://www.discoveractaspire.org/assessments/reports/

Activity - Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 100 Words Every Middle Schooler Should Know, testing vocabulary, academic vocabulary.	Direct Instruction	08/05/2015	05/20/2016	$0	No Funding Required	Librarian

Activity - Document Based Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Document based questions are being used in the social studies classrooms to promote literacy across the curriculum and comprehension of complex texts.	Direct Instruction	08/05/2015	05/20/2016	$0	No Funding Required	6th and 7th grade Social Studies Teachers

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze, evaluate and compare various types of rigorous text excerpts and articles. Dissect fiction for its literary elements. Participate in guided and independent reading of class sets of novels. Examine newspaper, internet and other "real world" reading. Use of annotating texts.	Direct Instruction	08/05/2015	05/20/2016	$0	No Funding Required	All faculty.

Strategy 8:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come. Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution. iReady will be used by students enrolled in reading remediation classes, as well as reading remediation groups during Success.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction, Technology, Academic Support Program	08/05/2015	05/20/2016	$3000	Other	Title I Teacher, Success Reading Remediation teachers, Resource Teachers

Strategy 9:

Literacy Design Collaborative (LDC) - Literacy Design Collaborative empowers teachers to build meaningful assignments aligned to college- and career-readiness standards. Ultimately, teachers take ownership of their own professional growth to drive more powerful outcomes for their students – who take ownership for their own learning.

Category:

Research Cited: http://www.sreb.org/page/1767/ldc.html

Activity - LDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A social studies teacher and an English teacher learn how to build lessons that engage students to read, think about, and write about challenging texts in all disciplines.	Direct Instruction	08/05/2015	05/20/2016	$20	Other	Mrs. Clark and Ms. Beaudry

Goal 2: NLMS will increase the Math proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6-8 in Mathematics by 05/20/2016 as measured by ACT Aspire and STAR Assessment results. STAR assessment results will be reviewed quarterly. ASPIRE will be review yearly.

Strategy 1:

Pre-Advanced Placement - Allowing all middle school students to learn and practice higher-level thinking, reading, and writing can open doors for many kids who

traditionally would not have considered an Advanced Placement or honors course.

Category:

Research Cited: http://apcentral.collegeboard.com/apc/public/preap/index.html

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These include word walls, graphic organizers, writing assignments, illustrations, and foldables.	Academic Support Program	08/05/2015	05/20/2016	$0	No Funding Required	6th - 8th Grade Math Teachers

Activity - Media Clips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will watch and discuss media forms and their relation to math in order to provide a connection with a real life experience.	Other	08/05/2015	05/20/2016	$0	No Funding Required	8th Grade Teachers

Activity - Bellringer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use as introductions to the day's mathematical practice, as "warm ups" for other lessons, or as stand-alone extended engagements with mathematical concepts.	Academic Support Program	08/05/2015	05/20/2016	$0	No Funding Required	6th-8th math teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will create and use models to enhance comprehension of course of study objectives.Students will use task cards at stations to review material presented in class.	Other	08/05/2015	05/20/2016	$0	No Funding Required	8th math teachers

Strategy 2:

AVID - They learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - Clock Appointments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purpose is to create partners for students during collaborative activities. Students will use clock appointments for task cards and other partner activities.	Academic Support Program	08/05/2015	05/20/2016	$0	No Funding Required	8th math teachers

Strategy 3:

Remediation - Remediation is the effective re-teaching of material not previously mastered when it was originally taught.

Category:

Research Cited: According to a research study for the Southeastern Regional Council for Educational Improvement by Gypsy Anne Abbott and Elizabeth McEntire.
Read more: http://www.ehow.com/facts_6777025_difference-between-remediation-intervention-mathematics.html#ixzz2e7reelym

Activity - Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A time period allotted in the every day schedule of all students, where they are able to receive help in various content area subjects. Specifically, we have a remediation success class for all students who struggle in Math, or who have been referred to RTI.	Academic Support Program	08/05/2015	05/20/2016	$0	No Funding Required	6th - 8th math teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring in math is offered to any student by teachers and the Bridges program. Additionally, peer tutoring and teacher one-on-one tutoring is offered during the class block.	Tutoring	08/05/2015	05/20/2016	$0	No Funding Required	6th-8th math teachers

Activity - Saturday School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are chosen by teacher based upon those students who are struggling in math or who have been referred by the RTI team.	Academic Support Program	08/05/2015	05/20/2016	$0	No Funding Required	Saturday School Teachers and Administrator

Strategy 4:

Assessments - Assessments can be used in schools to monitor educational systems for public accountability; help improve curricula; evaluate the effectiveness of teaching and instructional practices; measure student achievement; and determine a student's mastery of skills.

Category:

Research Cited: http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize exit slips, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. Drawing a concept map in class to represent their understanding of a topic; submit one or two sentences identifying the main point of a lecture.	Other	08/01/2014	05/21/2015	$0	No Funding Required	6th-8th math teachers

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research. Students will explain in their own words mathematical processes.	Other	08/11/2014	05/21/2015	$0	No Funding Required	8th math teachers

Strategy 5:

Meetings - Focused meetings:

Departmental

Grade Level

Faculty

AVID

Category:

Activity - Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focused Meetings	Professional Learning	08/01/2015	05/20/2016	$0	No Funding Required	All teachers

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Instruction team will meet to identify students who are struggling to pass any content area course.	Academic Support Program	08/29/2014	05/21/2015	$0	No Funding Required	RTI team

Strategy 6:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come. Using measures that are

highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every math remediation student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction, Technology, Academic Support Program	08/05/2015	05/20/2016	$3000	Other	Math remediation teachers, Resource teachers

Goal 3: NLMS will increase Science proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Grades 6-8 in Science by 05/20/2016 as measured by Aspire Assessment. This data will be reviewed annually..

Strategy 1:

AVID - Students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers, and participate in

enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - AVID Binder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Student will keep a continuously running notebook/binder of Language skills and practice so that a systematic approach to learning grammar may be mastered.	Other	08/05/2015	05/20/2016	$0	No Funding Required	All teachers.

Strategy 2:

AMSTI - The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready). AMSTI will be implemented in science classrooms in grade 6-8.

Category:

Research Cited: http://www.amsti.org/

Activity - Science notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This organization and instructional tool will be used daily to maintain continuity of learning during lessons and labs.	Direct Instruction, Other - Student Driven Learning	08/06/2015	05/20/2016	$0	District Funding	All Science teachers

Activity - Scientific Inquiry	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Laboratory activities and experiments investigating varied scientific topics.	Direct Instruction, Other - Student Driven Learning	08/06/2015	05/20/2016	$0	District Funding	6-8 Science Teachers

Strategy 3:

Meetings - Focused Department Meetings

Category:

Activity - Departmental Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focused Departmental meeting on issues, concerns, successes.	Professional Learning	08/05/2015	05/20/2016	$0	No Funding Required	All science teachers

Goal 4: Narrow the achievement gap in special education subgroup and regular ed. students

Measurable Objective 1:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency on STAR math assessment and ASPIRE in Mathematics by 05/21/2015 as measured by individual results on STAR assessment and ASPIRE..

(shared) Strategy 1:

Professional Development - All staff trained in subgroup data analysis

Category:

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty meetings, training, and plan review	Professional Learning	09/08/2014	05/21/2015	$0	No Funding Required	Principal

(shared) Strategy 2:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0	No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - Saturday School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0	No Funding Required	Saturday school staff

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0	No Funding Required	RTI team

Activity - BRIDGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0	Other	Teachers hired by SAFE

(shared) Strategy 3:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Activity - Revise Staff Roles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0	No Funding Required	Special education teacher

(shared) Strategy 4:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come. Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction, Technology, Academic Support Program	08/05/2015	05/20/2016	$3000	Other	All remediation teachers and resource teachers.

Measurable Objective 2:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency in growth report in Reading by 05/22/2015 as measured by STAR reading assessment and ASPIRE.

(shared) Strategy 1:

Professional Development - All staff trained in subgroup data analysis

Category:

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty meetings, training, and plan review	Professional Learning	09/08/2014	05/21/2015	$0	No Funding Required	Principal

(shared) Strategy 2:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0	No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - Saturday School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0	No Funding Required	Saturday school staff

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0	No Funding Required	RTI team

Activity - BRIDGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0	Other	Teachers hired by SAFE

(shared) Strategy 3:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Activity - Revise Staff Roles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0	No Funding Required	Special education teacher

(shared) Strategy 4:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come. Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction, Technology, Academic Support Program	08/05/2015	05/20/2016	$3000	Other	All remediation teachers and resource teachers.

Goal 5: NLMS will decrease the number of discipline referrals in grades 6-8.

Measurable Objective 1:

demonstrate a behavior of positive teacher/student interactions; resulting in a decrease in the number of discipline referrals by 5% by 5/20/2016 as measured by the discipline data retried from iNOW. by 05/21/2015 as measured by the discipline data retrieved from INOW..

Strategy 1:

PBS - Positive Behavior Support Plan

1. Establish a PBS team

2. Schedule Meetings to review discipline data

3. Student recognition/reward

Category:

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBS Student Recognition Assembly	Behavioral Support Program	08/05/2015	05/20/2016	$0	Other	PTO, faculty and staff.

Strategy 2:

Safe and Civil Schools - The Safe & Civil Schools Series is a collection of practical materials designed to help school staff improve safety and civility across all school settings. By so doing, school personnel lay a foundation to engage students and enhance learning. The goal of the series is to empower school staff with techniques to help all students behave responsibly and respectfully.

Category:

Research Cited: http://www.safeandcivilschools.com

Activity - CHAMPS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To have the effective classroom management plan that prevents misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated and highly engaged in instructional activities.	Behavioral Support Program	08/05/2015	05/20/2016	$20000	Other	All faculty.

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
BRIDGES	BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0	Teachers hired by SAFE
iReady Diagnostic and Instruction	Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction, Technology, Academic Support Program	08/05/2015	05/20/2016	$3000	All remediation teachers and resource teachers.
iReady Diagnostic and Instruction	Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction, Technology, Academic Support Program	08/05/2015	05/20/2016	$3000	Title I Teacher, Success Reading Remediation teachers, Resource Teachers

iReady Diagnostic and Instruction	Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every math remediation student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction, Technology, Academic Support Program	08/05/2015	05/20/2016	$3000	Math remediation teachers, Resource teachers
CHAMPS	To have the effective classroom management plan that prevents misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated and highly engaged in instructional activities.	Behavioral Support Program	08/05/2015	05/20/2016	$20000	All faculty.
LDC	A social studies teacher and an English teacher learn how to build lessons that engage students to read, think about, and write about challenging texts in all disciplines.	Direct Instruction	08/05/2015	05/20/2016	$20	Mrs. Clark and Ms. Beaudry
Student Recognition	PBS Student Recognition Assembly	Behavioral Support Program	08/05/2015	05/20/2016	$0	PTO, faculty and staff.
				Total	$29020	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Media Clips	Students will watch and discuss media forms and their relation to math in order to provide a connection with a real life experience.	Other	08/05/2015	05/20/2016	$0	8th Grade Teachers
Rigorous Literature	Analyze, evaluate, and compare various types of rigorous text excerpts and articles by using high-end grade-level literature and informational texts found in textbooks, workbooks, websites and novels.	Other - Partner and Small Group Work	08/05/2015	05/20/2016	$0	6th - 8th grade English teachers
Strategic Teaching	Students will create and use models to enhance comprehension of course of study objectives.Students will use task cards at stations to review material presented in class.	Other	08/05/2015	05/20/2016	$0	8th math teachers
Bellringer	Use as introductions to the day's mathematical practice, as "warm ups" for other lessons, or as stand-alone extended engagements with mathematical concepts.	Academic Support Program	08/05/2015	05/20/2016	$0	6th-8th math teachers

Tutoring	After school tutoring in math is offered to any student by teachers and the Bridges program. Additionally, peer tutoring and teacher one-on-one tutoring is offered during the class block.	Tutoring	08/05/2015	05/20/2016	$0	6th-8th math teachers
Math Vocabulary	These include word walls, graphic organizers, writing assignments, illustrations, and foldables.	Academic Support Program	08/05/2015	05/20/2016	$0	6th - 8th Grade Math Teachers
Revise Staff Roles	Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0	Special education teacher
Classroom Intervention	Use data to identify which students need intervention. Divide students into tiered groups for direct instruction at their level of academic need. Students may be encouraged to attend before-school or after-school tutoring offered by the teacher.	Academic Support Program	08/05/2015	05/01/2017	$0	6-8 grade English teachers
Reading Intervention	Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry
Meetings	Use data to identify which students might benefit from participating in the school-wide intervention programs such as the daily Success Remediation class, the daily after-school tutoring program Bridges, and the Saturday School program which meets at least once a month.	Professional Learning, Academic Support Program	08/05/2015	05/20/2016	$0	All faculty, RTI Team
Document Based Questioning	Document based questions are being used in the social studies classrooms to promote literacy across the curriculum and comprehension of complex texts.	Direct Instruction	08/05/2015	05/20/2016	$0	6th and 7th grade Social Studies Teachers
Clock Appointments	Purpose is to create partners for students during collaborative activities. Students will use clock appointments for task cards and other partner activities.	Academic Support Program	08/05/2015	05/20/2016	$0	8th math teachers
Saturday School	Students are chosen by teacher based upon those students who are struggling in math or who have been referred by the RTI team.	Academic Support Program	08/05/2015	05/20/2016	$0	Saturday School Teachers and Administrator
RTI	Response to Instruction team will meet to identify students who are struggling to pass any content area course.	Academic Support Program	08/29/2014	05/21/2015	$0	RTI team
Meetings	Focused Meetings	Professional Learning	08/01/2015	05/20/2016	$0	All teachers
Rigorous Teaching	Require student engagement in upper Bloom's Taxonomy skills by facilitating differentiated activities such as philosophical chairs, literature circles, foldables, and graphic organizers. Employ on a weekly basis the nine best teaching practices identified by Marzano.	Other - Guided Practice	08/06/2015	05/20/2016	$0	6th - 8th grade ELA teachers

Formative Assessments	Utilize exit slips, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. Drawing a concept map in class to represent their understanding of a topic; submit one or two sentences identifying the main point of a lecture.	Other	08/01/2014	05/21/2015	$0	6th-8th math teachers
Success	A time period allotted in the every day schedule of all students, where they are able to receive help in various content area subjects. Specifically, we have a remediation success class for all students who struggle in Math, or who have been referred to RTI.	Academic Support Program	08/05/2015	05/20/2016	$0	6th - 8th math teachers
Rigorous Curriculum	Follow the rigorous A+ College Ready curriculum (through Dropbox links, the website, and training materials) and/or use the materials, lessons, and assessments available through the Laying the Foundations website and training materials.	Direct Instruction	08/06/2015	05/20/2016	$0	6th - 8th grade ELA teachers
Vocabulary	Introduce Latin and Greek root words, academic vocabulary and domain-specific vocabulary through Bellringers	Direct Instruction	08/05/2015	05/20/2016	$0	6th-8th Grade English Teachers
Saturday School	Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0	Saturday school staff
AVID Binder	Student will keep a continuously running notebook/binder of Language skills and practice so that a systematic approach to learning grammar may be mastered.	Other	08/05/2015	05/20/2016	$0	All teachers.
Formative Assessments	Utilize anticipation guides, exit slips, interactive technology, and other forms of formative assessment regularly so as to ascertain student understand and direct teacher instruction.	Academic Support Program	08/05/2015	05/20/2016	$0	6th-8th Grade English Teachers
Faculty Meeting	Faculty meetings, training, and plan review	Professional Learning	09/08/2014	05/21/2015	$0	Principal
RTI	Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0	RTI team
Departmental Meeting	Focused Departmental meeting on issues, concerns, successes.	Professional Learning	08/05/2015	05/20/2016	$0	All science teachers
Data Analysis	Teach students to monitor their own reading progress by creating a bar graph of their scores on STAR and STI assessments or by printing out each student's scores for them to see and compare. Allow students to set individual goals toward improvement.	Other - Data Analysis	08/05/2015	05/20/2016	$0	6th-8th English teachers
Vocabulary	The 100 Words Every Middle Schooler Should Know, testing vocabulary, academic vocabulary.	Direct Instruction	08/05/2015	05/20/2016	$0	Librarian
Rigorous Literature	Analyze, evaluate and compare various types of rigorous text excerpts and articles. Dissect fiction for its literary elements. Participate in guided and independent reading of class sets of novels. Examine newspaper, internet and other "real world" reading. Use of annotating texts.	Direct Instruction	08/05/2015	05/20/2016	$0	All faculty.

Technology Infused Lessons	Teachers and students will regularly use available interactive technology such as Smart Boards/Promethean Boards, wireless slates, document cameras, Chromebooks, Clickers, BYOD, etc. to enhance reading lessons.	Technology	08/05/2015	05/20/2016	$0	6th-8th English teachers
Summative Assessment	Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research. Students will explain in their own words mathematical processes.	Other	08/11/2014	05/21/2015	$0	8th math teachers
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scientific Inquiry	Laboratory activities and experiments investigating varied scientific topics.	Direct Instruction, Other - Student Driven Learning	08/06/2015	05/20/2016	$0	6-8 Science Teachers
Science notebooks	This organization and instructional tool will be used daily to maintain continuity of learning during lessons and labs.	Direct Instruction, Other - Student Driven Learning	08/06/2015	05/20/2016	$0	All Science teachers
				Total	$0	

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		Open-ended Staff Responses Open-ended Parent Responses Open-ended Student Responses Parent Survey results Student Survey results Staff Survey results

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Parent Survey:

1. 65.96% of parents agree that our school provides qualified staff members to support student learning.

2. 56% of parents agree that our school has high expectations for students in all classes.

3. 51.70% of parents agree that our school's purpose statement is clearly focused on student success.

Student Survey:

1. 53.3% of students agree that our school has a variety of resources available to help them succeed.

2. 50.4% of students agree that our school provides me with challenging curriculum and learning experiences.

3. 47.33% of students agree that our school's purpose and expectations are clearly explained.

Staff Survey:

1. 90% of staff strongly agree that our school's purpose statement is clearly focused on student success.

2. 80% of staff strongly agree that our school's leaders expect staff members to hold all students to high academic standards.

3. 70% of staff strongly agree that our school's leaders support an innovative and collaborative culture.

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

No trend data is available due to the lack of parent survey data for the previous school year.

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

No other survey data is available for comparison for the 2014-2015 school year.

Areas in Need of Improvement

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

Parent Survey:

1. 18.37% of parents strongly disagreed that all of their child's teachers keep them informed regularly of how their child is being graded.

2. 10.2% of parents strongly disagreed that all of their child's teachers help them understand their child's progress.

Student Survey:

1. 25.95 % of students strongly disagreed that all students are treated with respect.

2. 23.33% of students strongly disagreed that students respect the property of others.

Staff Survey:

1. 50% of staff disagree that our school provides sufficient material resources to meet student needs.

2. 25% of teachers disagree that a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.

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

No trend data is available due to the lack of parent survey data for the previous school year.

What are the implications for these stakeholder perceptions?

For the 2015-2016 school year, NLMS will review the parent, student and staff survey results and take steps to improve on areas our stakeholders were unsatisfied with. The NLMS leadership team will review all survey results and present those results to the faculty during a faculty meeting. The PTO will be asked to review the parent survey results and make recommendations to the NLMS administration on steps that may be taken to improve stakeholder perceptions.

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

No other survey data is available for comparison for the 2014-2015 school year.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2
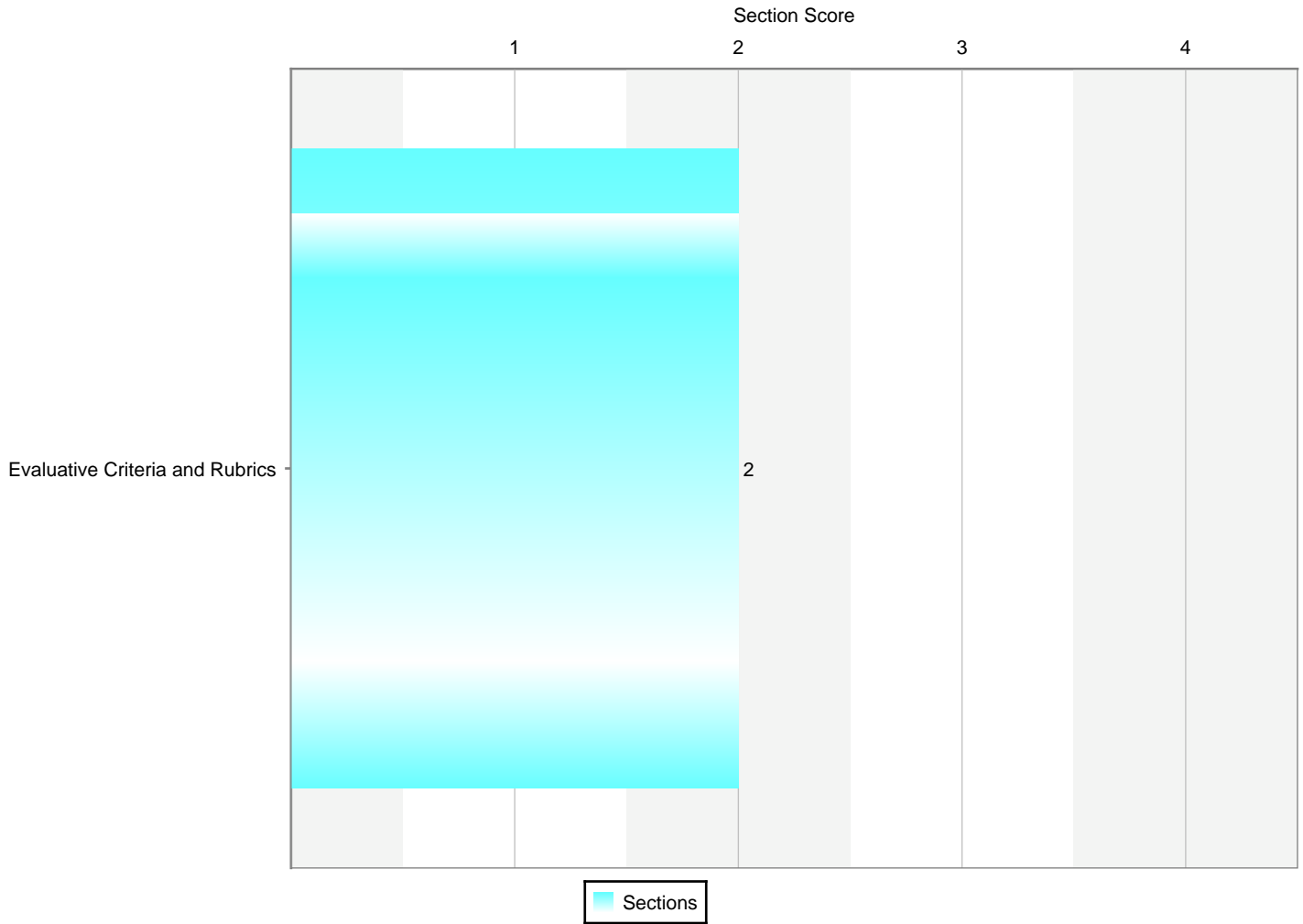
Sections

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?

Nichols-Lawson Middle School's Continuous Improvement Plan is an ongoing process based on the needs of our students. The faculty receives ongoing support for the CIP development process. In compiling the Comprehensive Needs Assessment, committees worked to analyze and summarize the data collected at Nichols-Lawson Middle School. Additional data based on student performance at the fifth grade level in both reading and math at Pinecrest Elementary was also reviewed. Faculty members analyzed data specific to Nichols-Lawson Middle School students to determine areas in need of improvement. The faculty met to suggest goals, strategies, action steps, professional development, and resources for the CIP to be implemented for the 2015-2016 school year. When the draft was completed, the faculty, staff, and leadership team reviewed the CIP and had the opportunity to suggest amendments if needed, and all questions and concerns were addressed. Requested amendments were examined and decisions were made by the school leadership team and faculty/staff. The finalized CIP was sent to the Sylacauga superintendent and school board for approval.

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

Student needs are assessed through surveys given to faculty, staff, students, and parents. Horizontal studies utilized data from the state report card, school demographics statistics, ACT Aspire and STAR Benchmark Assessments. Longitudinal and vertical studies of Pinecrest and Sylacauga High School data have been the basis of our continuous improvement goals for 2015-2016. Assessment data includes: STAR, ACT Aspire and STI Benchmark Assessments. In compiling the Comprehensive Needs Assessment, committees worked to analyze and summarize the data collected at Nichols-Lawson Middle School to determine areas of strength, as well as, areas in need of improvement.

3. What conclusions were drawn from the results?

Students in grades 6-8 at NLMS showed notable increases on the mathematics and writing ACT Aspire assessments. However, improvement is needed in the areas of reading and text complexity.

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

Upon analysis of data, it was found that 5% of 6th grade students, 10% of 7th grade students and 12% of 8th grade students were in urgent need of reading intervention. It was also found that 1% of 6th grade students, 1% of 7th grade students and 3 % of 8th grade students were in urgent need of math intervention.

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

Highly Qualified teachers will use research based materials to teach reading with a focus on differentiated instruction in comprehension, math

and writing. Teachers will use daily, a researched based curriculum implementing the three tier reading model based on individual student needs. Students will use a researched based curriculum daily. Students will utilize a variety of instructional tools and practices such as: graphic organizers, question answering, question generation, summarization, and cooperative learning to increase reading comprehension in complex texts.

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

ACT Aspire, STAR Reading and Math scores and the STI Assessment series results will be used to identify needs of all students at NLMS.

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

Following federal, state, and local laws, along with the Sylacauga City School System policy and procedures, equitable access is given to all populations in all programs in the Sylacauga City School System. The board approved policy governs the rights of the underserved populations which include: Limited English Proficient, Neglected/Homeless, At-Risk, Migrant

It is the intent of the Sylacauga City School System to recognize that within the district there are students who have a primary language other than English. The goal of the ELL Program is to have each student become proficient in the use of the English language, however, not to replace the student's primary language. ELL shall be taught to enable English Language Learners to become competent in the comprehension, speaking, reading and writing of the English language. The Home Language Survey shall be given to the parents of all students at time of registration, placed in the student's permanent record file and any surveys which include any language other than English on any question must be referred to the school's ELL instructor and the ELL office within 3 days. The ELL instructor will gather information and administer the W-APT to determine the level of English Language proficiency within 8 days. Interpreters are available upon request. The information will be provided to the ELL committee for review and possible placement of the student.

Neglected / Homeless / Migrant/At Risk

It is the intent of the Sylacauga City School System that every student in the Sylacauga area who has been identified as neglected by PHC/DHR/SAFE or identified as homeless shall be provided with an opportunity to participate in all educational opportunities.

At Risk students are referred to our The Problem Solving Team (RTI) committee in order to provide the teachers with strategies that will aid in the students' success. The Problem Solving Team (RTI) shall consist of an administrator, Title I representative, the school counselor, and general education teachers that serve as the facilitators. The team meets monthly to discuss student interventions. These discussions are confidential. If a teacher has a student who is failing, in danger of failing, or significant behavior issues, they are required to submit a referral to the RTI team. The RTI team will meet with the teacher to discuss interventions/strategies that have been in place and develop an individualized plan designed to help the student become more successful at school. If a student is successful, they will no longer go before the RTI team, but the teacher will continue the strategies that were put in place. If a student is still not successful, a new plan will be developed or referred for other testing. Economically disadvantaged students are identified through the application of free/reduced lunch. Students with low family income will be identified and will be eligible to participate in all programs and receive services.

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:

NLMS students will increase in their reading proficiency in Grades 6-8

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6th-8th in Reading by 05/20/2016 as measured by ACT Aspire and

Star Assessments. STAR assessment results will be reviewed quarterly. ASPIRE will be reviewed yearly.

Strategy1:

Bellringers - Bell Ringers are used to introduce new content, review previously-taught content, or as a homework review. Some Course of

Study content can be covered entirely through bellringers, while others can be reinforced

Category:

Research Cited: http://www.c-spanclassroom.org/Lesson/781/Bell+Ringers.aspx

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduce Latin and Greek root words, academic vocabulary and domain-specific vocabulary through Bellringers	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Activity - Review Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use bellringers to review Anchor Standards from previous years that will likely be covered on the ASPIRE Assessment.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Strategy2:

Literacy Design Collaborative (LDC) - Literacy Design Collaborative empowers teachers to build meaningful assignments aligned to college-

and career-readiness standards. Ultimately, teachers take ownership of their own professional growth to drive more powerful outcomes for

their students – who take ownership for their own learning.

Category:

Research Cited: http://www.sreb.org/page/1767/ldc.html

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A social studies teacher and an English teacher learn how to build lessons that engage students to read, think about, and write about challenging texts in all disciplines.	Direct Instruction	08/05/2015	05/20/2016	$20 - Other	Mrs. Clark and Ms. Beaudry

Strategy3:

Classroom Intervention - Students with low STAR benchmark scores, Aspire scores, STI Assessment scores, and/or who continue to score

D's and F's at grade-reporting time (every 4 ½ weeks), will receive individual and small-group help.

Category:

Research Cited: http://www.rtinetwork.org

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students need intervention. Divide students into tiered groups for direct instruction at their level of academic need. Students may be encouraged to attend before-school or after-school tutoring offered by the teacher.	Academic Support Program	08/05/2015	05/01/2017	$0 - No Funding Required	6-8 grade English teachers

Strategy4:

Assessments - One goal of assessment is to determine knowledge and ability level before direct instruction takes place.

Another goal is to monitor student learning so that student misunderstandings of content can quickly be corrected. A third goal is to direct

teacher instruction. A benefit of assessment is that students can analyze their own academic progress. A final goal is to assess student

mastery of standards.

Category:

Research Cited: http://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach students to monitor their own reading progress by creating a bar graph of their scores on STAR and STI assessments or by printing out each student's scores for them to see and compare. Allow students to set individual goals toward improvement.	Other - Data Analysis	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize anticipation guides, exit slips, interactive technology, and other forms of formative assessment regularly so as to ascertain student understand and direct teacher instruction.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Strategy5:

Technology - Effective teacher-use and student-use of technology will result in greater student engagement, an increase in student

achievement, and will ultimately produce a student who is better prepared for college and career.

Category:

Research Cited: http://www.act.org/research/policymakers/pdf/school_tech.pdf

Activity - Technology Infused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will regularly use available interactive technology such as Smart Boards/Promethean Boards, wireless slates, document cameras, Chromebooks, Clickers, BYOD, etc. to enhance reading lessons.	Technology	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Strategy6:

Data Meetings - Grade-level teachers meet twice a month and the RTI Team meets twice each nine weeks to identify

students who are not responding to classroom interventions and to make a formal plan of intervention for the

student.

Category:

Research Cited:

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students might benefit from participating in the school-wide intervention programs such as the daily Success Remediation class, the daily after-school tutoring program Bridges, and the Saturday School program which meets at least once a month.	Professional Learning Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty, RTI Team

Strategy7:

Text Complexity - Students must read and understand increasingly complex texts to prepare for the reading demands of college and career.

Students should build reading experiences with texts about a variety of subjects, checking understanding as they read and using reading

strategies for challenging texts.

Category:

Research Cited: http://www.discoveractaspire.org/assessments/reports/

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 100 Words Every Middle Schooler Should Know, testing vocabulary, academic vocabulary.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	Librarian

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate and compare various types of rigorous text excerpts and articles. Dissect fiction for its literary elements. Participate in guided and independent reading of class sets of novels. Examine newspaper, internet and other "real world" reading. Use of annotating texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty.

Activity - Document Based Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Document based questions are being used in the social studies classrooms to promote literacy across the curriculum and comprehension of complex texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th and 7th grade Social Studies Teachers

Strategy8:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution. iReady will

be used by students enrolled in reading remediation classes, as well as reading remediation groups during Success.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Academic Support Program Direct Instruction Technology	08/05/2015	05/20/2016	$3000 - Other	Title I Teacher, Success Reading Remediation teachers, Resource Teachers

Goal 2:

NLMS will increase the Math proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6-8 in Mathematics by 05/20/2016 as measured by ACT Aspire and

STAR Assessment results. STAR assessment results will be reviewed quarterly. ASPIRE will be review yearly.

Strategy1:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every math remediation student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction Academic Support Program Technology	08/05/2015	05/20/2016	$3000 - Other	Math remediation teachers, Resource teachers

Strategy2:

Assessments - Assessments can be used in schools to monitor educational systems for public accountability; help improve curricula;

evaluate the effectiveness of teaching and instructional practices; measure student achievement; and determine a student's mastery of skills.

Category:

Research Cited: http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize exit slips, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. Drawing a concept map in class to represent their understanding of a topic; submit one or two sentences identifying the main point of a lecture.	Other	08/01/2014	05/21/2015	$0 - No Funding Required	6th-8th math teachers

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research. Students will explain in their own words mathematical processes.	Other	08/11/2014	05/21/2015	$0 - No Funding Required	8th math teachers

Strategy3:

AVID - They learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and

college tutors, and participate in enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - Clock Appointments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose is to create partners for students during collaborative activities. Students will use clock appointments for task cards and other partner activities.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	8th math teachers

Strategy4:

Meetings - Focused meetings:

Departmental

Grade Level

Faculty

AVID

Category:

Research Cited:

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused Meetings	Professional Learning	08/01/2015	05/20/2016	$0 - No Funding Required	All teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction team will meet to identify students who are struggling to pass any content area course.	Academic Support Program	08/29/2014	05/21/2015	$0 - No Funding Required	RTI team

Strategy5:

Remediation - Remediation is the effective re-teaching of material not previously mastered when it was originally taught.

Category:

Research Cited: According to a research study for the Southeastern Regional Council for Educational Improvement by Gypsy Anne Abbott and Elizabeth McEntire.   Read more: http://www.ehow.com/facts_6777025_difference-between-remediation-intervention-mathematics.html#ixzz2e7reelym

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are chosen by teacher based upon those students who are struggling in math or who have been referred by the RTI team.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Saturday School Teachers and Administrator

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring in math is offered to any student by teachers and the Bridges program. Additionally, peer tutoring and teacher one-on-one tutoring is offered during the class block.	Tutoring	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th math teachers

Activity - Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A time period allotted in the every day schedule of all students, where they are able to receive help in various content area subjects. Specifically, we have a remediation success class for all students who struggle in Math, or who have been referred to RTI.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th math teachers

Goal 3:

NLMS will increase Science proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Grades 6-8 in Science by 05/20/2016 as measured by Aspire Assessment. This data will be reviewed annually..

Strategy1:

AVID - Students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers, and participate in enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - AVID Binder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will keep a continuously running notebook/binder of Language skills and practice so that a systematic approach to learning grammar may be mastered.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	All teachers.

Strategy2:

Meetings - Focused Department Meetings

Category:

Research Cited:

Activity - Departmental Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused Departmental meeting on issues, concerns, successes.	Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	All science teachers

Strategy3:

AMSTI - The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and

science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the

workforce and/or postsecondary studies (college and career ready). AMSTI will be implemented in science classrooms in grade 6-8.

Category:

Research Cited: http://www.amsti.org/

Activity - Scientific Inquiry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laboratory activities and experiments investigating varied scientific topics.	Direct Instruction Other - Student Driven Learning	08/06/2015	05/20/2016	$0 - District Funding	6-8 Science Teachers

Activity - Science notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This organization and instructional tool will be used daily to maintain continuity of learning during lessons and labs.	Other - Student Driven Learning Direct Instruction	08/06/2015	05/20/2016	$0 - District Funding	All Science teachers

Goal 4:

Narrow the achievement gap in special education subgroup and regular ed. students

Measurable Objective 1:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency on STAR math assessment and ASPIRE in

Mathematics by 05/21/2015 as measured by individual results on STAR assessment and ASPIRE..

Strategy1:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Research Cited:

Activity - Revise Staff Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0 - No Funding Required	Special education teacher

Strategy2:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - BRIDGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Strategy3:

Professional Development - All staff trained in subgroup data analysis

Category:

Research Cited:

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty meetings, training, and plan review	Professional Learning	09/08/2014	05/21/2015	$0 - No Funding Required	Principal

Strategy4:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Technology Direct Instruction Academic Support Program	08/05/2015	05/20/2016	$3000 - Other	All remediation teachers and resource teachers.

Measurable Objective 2:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency in growth report in Reading by 05/22/2015 as measured by STAR reading assessment and ASPIRE.

Strategy1:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Technology Direct Instruction Academic Support Program	08/05/2015	05/20/2016	$3000 - Other	All remediation teachers and resource teachers.

Strategy2:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Research Cited:

Activity - Revise Staff Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0 - No Funding Required	Special education teacher

Strategy3:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - BRIDGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

Strategy4:

Professional Development - All staff trained in subgroup data analysis

Category:

Research Cited:

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty meetings, training, and plan review	Professional Learning	09/08/2014	05/21/2015	$0 - No Funding Required	Principal

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

Goal 1:

NLMS students will increase in their reading proficiency in Grades 6-8

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6th-8th in Reading by 05/20/2016 as measured by ACT Aspire and

Star Assessments. STAR assessment results will be reviewed quarterly. ASPIRE will be reviewed yearly.

Strategy1:

Text Complexity - Students must read and understand increasingly complex texts to prepare for the reading demands of college and career.

Students should build reading experiences with texts about a variety of subjects, checking understanding as they read and using reading

strategies for challenging texts.

Category:

Research Cited: http://www.discoveractaspire.org/assessments/reports/

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate and compare various types of rigorous text excerpts and articles. Dissect fiction for its literary elements. Participate in guided and independent reading of class sets of novels. Examine newspaper, internet and other "real world" reading. Use of annotating texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 100 Words Every Middle Schooler Should Know, testing vocabulary, academic vocabulary.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	Librarian

Activity - Document Based Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Document based questions are being used in the social studies classrooms to promote literacy across the curriculum and comprehension of complex texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th and 7th grade Social Studies Teachers

Strategy2:

Pre-Advanced Placement - Not only will students in all three grades be able to participate in pre-advanced placement classes, but students in

regular English Language Arts classes will also experience some of the higher-level reading, writing, and thinking skills and strategies

introduced in the pre-advanced placement classes.

Category:

Research Cited: http://www.nms.org/Programs/ResearchResults.aspx

http://www.apluscollegeready.org/data-presentations

Activity - Rigorous Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Require student engagement in upper Bloom's Taxonomy skills by facilitating differentiated activities such as philosophical chairs, literature circles, foldables, and graphic organizers. Employ on a weekly basis the nine best teaching practices identified by Marzano.	Other - Guided Practice	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate, and compare various types of rigorous text excerpts and articles by using high-end grade-level literature and informational texts found in textbooks, workbooks, websites and novels.	Other - Partner and Small Group Work	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade English teachers

Activity - Rigorous Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow the rigorous A+ College Ready curriculum (through Dropbox links, the website, and training materials) and/or use the materials, lessons, and assessments available through the Laying the Foundations website and training materials.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Strategy3:

Assessments - One goal of assessment is to determine knowledge and ability level before direct instruction takes place.

Another goal is to monitor student learning so that student misunderstandings of content can quickly be corrected. A third goal is to direct

teacher instruction. A benefit of assessment is that students can analyze their own academic progress. A final goal is to assess student

mastery of standards.

Category:

Research Cited: http://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize anticipation guides, exit slips, interactive technology, and other forms of formative assessment regularly so as to ascertain student understand and direct teacher instruction.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach students to monitor their own reading progress by creating a bar graph of their scores on STAR and STI assessments or by printing out each student's scores for them to see and compare. Allow students to set individual goals toward improvement.	Other - Data Analysis	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Strategy4:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution. iReady will

be used by students enrolled in reading remediation classes, as well as reading remediation groups during Success.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction Technology Academic Support Program	08/05/2015	05/20/2016	$3000 - Other	Title I Teacher, Success Reading Remediation teachers, Resource Teachers

Strategy5:

Bellringers - Bell Ringers are used to introduce new content, review previously-taught content, or as a homework review. Some Course of

Study content can be covered entirely through bellringers, while others can be reinforced

Category:

Research Cited: http://www.c-spanclassroom.org/Lesson/781/Bell+Ringers.aspx

Activity - Review Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use bellringers to review Anchor Standards from previous years that will likely be covered on the ASPIRE Assessment.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduce Latin and Greek root words, academic vocabulary and domain-specific vocabulary through Bellringers	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Strategy6:

Technology - Effective teacher-use and student-use of technology will result in greater student engagement, an increase in student

achievement, and will ultimately produce a student who is better prepared for college and career.

Category:

Research Cited: http://www.act.org/research/policymakers/pdf/school_tech.pdf

Activity - Technology Infused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will regularly use available interactive technology such as Smart Boards/Promethean Boards, wireless slates, document cameras, Chromebooks, Clickers, BYOD, etc. to enhance reading lessons.	Technology	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Strategy7:

Literacy Design Collaborative (LDC) - Literacy Design Collaborative empowers teachers to build meaningful assignments aligned to college-

and career-readiness standards. Ultimately, teachers take ownership of their own professional growth to drive more powerful outcomes for

their students – who take ownership for their own learning.

Category:

Research Cited: http://www.sreb.org/page/1767/ldc.html

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A social studies teacher and an English teacher learn how to build lessons that engage students to read, think about, and write about challenging texts in all disciplines.	Direct Instruction	08/05/2015	05/20/2016	$20 - Other	Mrs. Clark and Ms. Beaudry

Strategy8:

Data Meetings - Grade-level teachers meet twice a month and the RTI Team meets twice each nine weeks to identify

students who are not responding to classroom interventions and to make a formal plan of intervention for the

student.

Category:

Research Cited:

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students might benefit from participating in the school-wide intervention programs such as the daily Success Remediation class, the daily after-school tutoring program Bridges, and the Saturday School program which meets at least once a month.	Professional Learning Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty, RTI Team

Strategy9:

Classroom Intervention - Students with low STAR benchmark scores, Aspire scores, STI Assessment scores, and/or who continue to score

D's and F's at grade-reporting time (every 4 ½ weeks), will receive individual and small-group help.

Category:

Research Cited: http://www.rtinetwork.org

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students need intervention. Divide students into tiered groups for direct instruction at their level of academic need. Students may be encouraged to attend before-school or after-school tutoring offered by the teacher.	Academic Support Program	08/05/2015	05/01/2017	$0 - No Funding Required	6-8 grade English teachers

Goal 2:

NLMS will increase the Math proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6-8 in Mathematics by 05/20/2016 as measured by ACT Aspire and

STAR Assessment results. STAR assessment results will be reviewed quarterly. ASPIRE will be review yearly.

Strategy1:

Meetings - Focused meetings:

Departmental

Grade Level

Faculty

AVID

Category:

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction team will meet to identify students who are struggling to pass any content area course.	Academic Support Program	08/29/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused Meetings	Professional Learning	08/01/2015	05/20/2016	$0 - No Funding Required	All teachers

Strategy2:

Assessments - Assessments can be used in schools to monitor educational systems for public accountability; help improve curricula;

evaluate the effectiveness of teaching and instructional practices; measure student achievement; and determine a student's mastery of skills.

Category:

Research Cited: http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize exit slips, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. Drawing a concept map in class to represent their understanding of a topic; submit one or two sentences identifying the main point of a lecture.	Other	08/01/2014	05/21/2015	$0 - No Funding Required	6th-8th math teachers

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research. Students will explain in their own words mathematical processes.	Other	08/11/2014	05/21/2015	$0 - No Funding Required	8th math teachers

Strategy3:

Pre-Advanced Placement - Allowing all middle school students to learn and practice higher-level thinking, reading, and writing can open

doors for many kids who traditionally would not have considered an Advanced Placement or honors course.

Category:

Research Cited: http://apcentral.collegeboard.com/apc/public/preap/index.html

Activity - Bellringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use as introductions to the day's mathematical practice, as "warm ups" for other lessons, or as stand-alone extended engagements with mathematical concepts.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th math teachers

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These include word walls, graphic organizers, writing assignments, illustrations, and foldables.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th Grade Math Teachers

Activity - Media Clips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will watch and discuss media forms and their relation to math in order to provide a connection with a real life experience.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	8th Grade Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and use models to enhance comprehension of course of study objectives.Students will use task cards at stations to review material presented in class.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	8th math teachers

Strategy4:

Remediation - Remediation is the effective re-teaching of material not previously mastered when it was originally taught.

Category:

Research Cited: According to a research study for the Southeastern Regional Council for Educational Improvement by Gypsy Anne Abbott and Elizabeth McEntire.   Read more: http://www.ehow.com/facts_6777025_difference-between-remediation-intervention-mathematics.html#ixzz2e7reelym

Activity - Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A time period allotted in the every day schedule of all students, where they are able to receive help in various content area subjects. Specifically, we have a remediation success class for all students who struggle in Math, or who have been referred to RTI.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th math teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring in math is offered to any student by teachers and the Bridges program. Additionally, peer tutoring and teacher one-on-one tutoring is offered during the class block.	Tutoring	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th math teachers

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are chosen by teacher based upon those students who are struggling in math or who have been referred by the RTI team.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Saturday School Teachers and Administrator

Strategy5:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every math remediation student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Academic Support Program Direct Instruction Technology	08/05/2015	05/20/2016	$3000 - Other	Math remediation teachers, Resource teachers

Strategy6:

AVID - They learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and

college tutors, and participate in enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - Clock Appointments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose is to create partners for students during collaborative activities. Students will use clock appointments for task cards and other partner activities.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	8th math teachers

Goal 3:

NLMS will increase Science proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Grades 6-8 in Science by 05/20/2016 as measured by Aspire Assessment. This data will be reviewed annually..

Strategy1:

AVID - Students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers,

and participate in enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - AVID Binder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will keep a continuously running notebook/binder of Language skills and practice so that a systematic approach to learning grammar may be mastered.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	All teachers.

Strategy2:

AMSTI - The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready). AMSTI will be implemented in science classrooms in grade 6-8.

Category:

Research Cited: http://www.amsti.org/

Activity - Scientific Inquiry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laboratory activities and experiments investigating varied scientific topics.	Other - Student Driven Learning Direct Instruction	08/06/2015	05/20/2016	$0 - District Funding	6-8 Science Teachers

Activity - Science notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This organization and instructional tool will be used daily to maintain continuity of learning during lessons and labs.	Other - Student Driven Learning Direct Instruction	08/06/2015	05/20/2016	$0 - District Funding	All Science teachers

Strategy3:

Meetings - Focused Department Meetings

Category:

Research Cited:

Activity - Departmental Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused Departmental meeting on issues, concerns, successes.	Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	All science teachers

Goal 4:

Narrow the achievement gap in special education subgroup and regular ed. students

Measurable Objective 1:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency in growth report in Reading by 05/22/2015 as measured by STAR reading assessment and ASPIRE.

Strategy1:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - BRIDGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Measurable Objective 2:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency on STAR math assessment and ASPIRE in Mathematics by 05/21/2015 as measured by individual results on STAR assessment and ASPIRE..

Strategy1:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

Activity - BRIDGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Goal 5:

NLMS will decrease the number of discipline referrals in grades 6-8.

Measurable Objective 1:

demonstrate a behavior of positive teacher/student interactions; resulting in a decrease in the number of discipline referrals by 5% by 5/20/2016 as measured by the discipline data retried from iNOW. by 05/21/2015 as measured by the discipline data retrieved from INOW..

Strategy1:

Safe and Civil Schools - The Safe & Civil Schools Series is a collection of practical materials designed to help school staff improve safety and civility across all school settings. By so doing, school personnel lay a foundation to engage students and enhance learning. The goal of the series is to empower school staff with techniques to help all students behave responsibly and respectfully.

Category:

Research Cited: http://www.safeandcivilschools.com

Activity - CHAMPS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To have the effective classroom management plan that prevents misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated and highly engaged in instructional activities.	Behavioral Support Program	08/05/2015	05/20/2016	$20000 - Other	All faculty.

Strategy2:

PBS - Positive Behavior Support Plan

1. Establish a PBS team

2. Schedule Meetings to review discipline data

3. Student recognition/reward

Category:

Research Cited:

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBS Student Recognition Assembly	Behavioral Support Program	08/05/2015	05/20/2016	$0 - Other	PTO, faculty and staff.

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

Goal 1:

NLMS students will increase in their reading proficiency in Grades 6-8

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6th-8th in Reading by 05/20/2016 as measured by ACT Aspire and Star Assessments. STAR assessment results will be reviewed quarterly. ASPIRE will be reviewed yearly.

Strategy1:

Technology - Effective teacher-use and student-use of technology will result in greater student engagement, an increase in student achievement, and will ultimately produce a student who is better prepared for college and career.

Category:

Research Cited: http://www.act.org/research/policymakers/pdf/school_tech.pdf

Activity - Technology Infused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will regularly use available interactive technology such as Smart Boards/Promethean Boards, wireless slates, document cameras, Chromebooks, Clickers, BYOD, etc. to enhance reading lessons.	Technology	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Strategy2:

Data Meetings - Grade-level teachers meet twice a month and the RTI Team meets twice each nine weeks to identify

students who are not responding to classroom interventions and to make a formal plan of intervention for the

student.

Category:

Research Cited:

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students might benefit from participating in the school-wide intervention programs such as the daily Success Remediation class, the daily after-school tutoring program Bridges, and the Saturday School program which meets at least once a month.	Professional Learning Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty, RTI Team

Strategy3:

Literacy Design Collaborative (LDC) - Literacy Design Collaborative empowers teachers to build meaningful assignments aligned to college-

and career-readiness standards. Ultimately, teachers take ownership of their own professional growth to drive more powerful outcomes for

their students – who take ownership for their own learning.

Category:

Research Cited: http://www.sreb.org/page/1767/ldc.html

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A social studies teacher and an English teacher learn how to build lessons that engage students to read, think about, and write about challenging texts in all disciplines.	Direct Instruction	08/05/2015	05/20/2016	$20 - Other	Mrs. Clark and Ms. Beaudry

Strategy4:

Pre-Advanced Placement - Not only will students in all three grades be able to participate in pre-advanced placement classes, but students in

regular English Language Arts classes will also experience some of the higher-level reading, writing, and thinking skills and strategies

introduced in the pre-advanced placement classes.

Category:

Research Cited: http://www.nms.org/Programs/ResearchResults.aspx

http://www.apluscollegeready.org/data-presentations

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate, and compare various types of rigorous text excerpts and articles by using high-end grade-level literature and informational texts found in textbooks, workbooks, websites and novels.	Other - Partner and Small Group Work	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade English teachers

Activity - Rigorous Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow the rigorous A+ College Ready curriculum (through Dropbox links, the website, and training materials) and/or use the materials, lessons, and assessments available through the Laying the Foundations website and training materials.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Rigorous Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Require student engagement in upper Bloom's Taxonomy skills by facilitating differentiated activities such as philosophical chairs, literature circles, foldables, and graphic organizers. Employ on a weekly basis the nine best teaching practices identified by Marzano.	Other - Guided Practice	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Strategy5:

Bellringers - Bell Ringers are used to introduce new content, review previously-taught content, or as a homework review. Some Course of

Study content can be covered entirely through bellringers, while others can be reinforced

Category:

Research Cited: http://www.c-spanclassroom.org/Lesson/781/Bell+Ringers.aspx

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduce Latin and Greek root words, academic vocabulary and domain-specific vocabulary through Bellringers	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Activity - Review Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use bellringers to review Anchor Standards from previous years that will likely be covered on the ASPIRE Assessment.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Strategy6:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution. iReady will

be used by students enrolled in reading remediation classes, as well as reading remediation groups during Success.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Academic Support Program Direct Instruction Technology	08/05/2015	05/20/2016	$3000 - Other	Title I Teacher, Success Reading Remediation teachers, Resource Teachers

Strategy7:

Text Complexity - Students must read and understand increasingly complex texts to prepare for the reading demands of college and career.

Students should build reading experiences with texts about a variety of subjects, checking understanding as they read and using reading

strategies for challenging texts.

Category:

Research Cited: http://www.discoveractaspire.org/assessments/reports/

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 100 Words Every Middle Schooler Should Know, testing vocabulary, academic vocabulary.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	Librarian

Activity - Document Based Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Document based questions are being used in the social studies classrooms to promote literacy across the curriculum and comprehension of complex texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th and 7th grade Social Studies Teachers

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate and compare various types of rigorous text excerpts and articles. Dissect fiction for its literary elements. Participate in guided and independent reading of class sets of novels. Examine newspaper, internet and other "real world" reading. Use of annotating texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty.

Strategy8:

Classroom Intervention - Students with low STAR benchmark scores, Aspire scores, STI Assessment scores, and/or who continue to score

D's and F's at grade-reporting time (every 4 ½ weeks), will receive individual and small-group help.

Category:

Research Cited: http://www.rtinetwork.org

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students need intervention. Divide students into tiered groups for direct instruction at their level of academic need. Students may be encouraged to attend before-school or after-school tutoring offered by the teacher.	Academic Support Program	08/05/2015	05/01/2017	$0 - No Funding Required	6-8 grade English teachers

Strategy9:

Assessments - One goal of assessment is to determine knowledge and ability level before direct instruction takes place.

Another goal is to monitor student learning so that student misunderstandings of content can quickly be corrected. A third goal is to direct

teacher instruction. A benefit of assessment is that students can analyze their own academic progress. A final goal is to assess student

mastery of standards.

Category:

Research Cited: http://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize anticipation guides, exit slips, interactive technology, and other forms of formative assessment regularly so as to ascertain student understand and direct teacher instruction.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach students to monitor their own reading progress by creating a bar graph of their scores on STAR and STI assessments or by printing out each student's scores for them to see and compare. Allow students to set individual goals toward improvement.	Other - Data Analysis	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Goal 2:

NLMS will increase the Math proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6-8 in Mathematics by 05/20/2016 as measured by ACT Aspire and

STAR Assessment results. STAR assessment results will be reviewed quarterly. ASPIRE will be review yearly.

Strategy1:

Pre-Advanced Placement - Allowing all middle school students to learn and practice higher-level thinking, reading, and writing can open

doors for many kids who traditionally would not have considered an Advanced Placement or honors course.

Category:

Research Cited: http://apcentral.collegeboard.com/apc/public/preap/index.html

Activity - Bellringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use as introductions to the day's mathematical practice, as "warm ups" for other lessons, or as stand-alone extended engagements with mathematical concepts.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th math teachers

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These include word walls, graphic organizers, writing assignments, illustrations, and foldables.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th Grade Math Teachers

Activity - Media Clips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will watch and discuss media forms and their relation to math in order to provide a connection with a real life experience.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	8th Grade Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and use models to enhance comprehension of course of study objectives.Students will use task cards at stations to review material presented in class.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	8th math teachers

Strategy2:

Meetings - Focused meetings:

Departmental

Grade Level

Faculty

AVID

Category:

Research Cited:

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused Meetings	Professional Learning	08/01/2015	05/20/2016	$0 - No Funding Required	All teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction team will meet to identify students who are struggling to pass any content area course.	Academic Support Program	08/29/2014	05/21/2015	$0 - No Funding Required	RTI team

Strategy3:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every math remediation student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction Technology Academic Support Program	08/05/2015	05/20/2016	$3000 - Other	Math remediation teachers, Resource teachers

Strategy4:

AVID - They learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and

college tutors, and participate in enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - Clock Appointments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose is to create partners for students during collaborative activities. Students will use clock appointments for task cards and other partner activities.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	8th math teachers

Strategy5:

Assessments - Assessments can be used in schools to monitor educational systems for public accountability; help improve curricula;

evaluate the effectiveness of teaching and instructional practices; measure student achievement; and determine a student's mastery of skills.

Category:

Research Cited: http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research. Students will explain in their own words mathematical processes.	Other	08/11/2014	05/21/2015	$0 - No Funding Required	8th math teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize exit slips, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. Drawing a concept map in class to represent their understanding of a topic; submit one or two sentences identifying the main point of a lecture.	Other	08/01/2014	05/21/2015	$0 - No Funding Required	6th-8th math teachers

Strategy6:

Remediation - Remediation is the effective re-teaching of material not previously mastered when it was originally taught.

Category:

Research Cited: According to a research study for the Southeastern Regional Council for Educational Improvement by Gypsy Anne Abbott

and Elizabeth McEntire.   Read more: http://www.ehow.com/facts_6777025_difference-between-remediation-intervention-

mathematics.html#ixzz2e7reelym

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring in math is offered to any student by teachers and the Bridges program. Additionally, peer tutoring and teacher one-on-one tutoring is offered during the class block.	Tutoring	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th math teachers

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are chosen by teacher based upon those students who are struggling in math or who have been referred by the RTI team.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Saturday School Teachers and Administrator

Activity - Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A time period allotted in the every day schedule of all students, where they are able to receive help in various content area subjects. Specifically, we have a remediation success class for all students who struggle in Math, or who have been referred to RTI.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th math teachers

Goal 3:

NLMS will increase Science proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Grades 6-8 in Science by 05/20/2016 as measured by Aspire Assessment. This data will be reviewed annually..

Strategy1:

AVID - Students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers, and participate in enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - AVID Binder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will keep a continuously running notebook/binder of Language skills and practice so that a systematic approach to learning grammar may be mastered.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	All teachers.

Strategy2:

Meetings - Focused Department Meetings

Category:

Research Cited:

Activity - Departmental Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused Departmental meeting on issues, concerns, successes.	Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	All science teachers

Strategy3:

AMSTI - The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready). AMSTI will be implemented in science classrooms in grade 6-8.

Category:

Research Cited: http://www.amsti.org/

Activity - Scientific Inquiry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laboratory activities and experiments investigating varied scientific topics.	Direct Instruction Other - Student Driven Learning	08/06/2015	05/20/2016	$0 - District Funding	6-8 Science Teachers

Activity - Science notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This organization and instructional tool will be used daily to maintain continuity of learning during lessons and labs.	Direct Instruction Other - Student Driven Learning	08/06/2015	05/20/2016	$0 - District Funding	All Science teachers

Goal 4:

Narrow the achievement gap in special education subgroup and regular ed. students

Measurable Objective 1:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency in growth report in Reading by 05/22/2015 as measured by STAR reading assessment and ASPIRE.

Strategy1:

Professional Development - All staff trained in subgroup data analysis

Category:

Research Cited:

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty meetings, training, and plan review	Professional Learning	09/08/2014	05/21/2015	$0 - No Funding Required	Principal

Strategy2:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Academic Support Program Technology Direct Instruction	08/05/2015	05/20/2016	$3000 - Other	All remediation teachers and resource teachers.

Strategy3:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Research Cited:

Activity - Revise Staff Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0 - No Funding Required	Special education teacher

Strategy4:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - BRIDGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

Measurable Objective 2:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency on STAR math assessment and ASPIRE in

Mathematics by 05/21/2015 as measured by individual results on STAR assessment and ASPIRE..

Strategy1:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Technology Direct Instruction Academic Support Program	08/05/2015	05/20/2016	$3000 - Other	All remediation teachers and resource teachers.

Strategy2:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Research Cited:

Activity - Revise Staff Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0 - No Funding Required	Special education teacher

Strategy3:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

Activity - BRIDGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Strategy4:

Professional Development - All staff trained in subgroup data analysis

Category:

Research Cited:

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty meetings, training, and plan review	Professional Learning	09/08/2014	05/21/2015	$0 - No Funding Required	Principal

Goal 5:

NLMS will decrease the number of discipline referrals in grades 6-8.

Measurable Objective 1:

demonstrate a behavior of positive teacher/student interactions; resulting in a decrease in the number of discipline referrals by 5% by 5/20/2016 as measured by the discipline data retried from iNOW. by 05/21/2015 as measured by the discipline data retrieved from INOW..

Strategy1:

Safe and Civil Schools - The Safe & Civil Schools Series is a collection of practical materials designed to help school staff improve safety and civility across all school settings. By so doing, school personnel lay a foundation to engage students and enhance learning. The goal of the series is to empower school staff with techniques to help all students behave responsibly and respectfully.

Category:

Research Cited: http://www.safeandcivilschools.com

Activity - CHAMPS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To have the effective classroom management plan that prevents misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated and highly engaged in instructional activities.	Behavioral Support Program	08/05/2015	05/20/2016	$20000 - Other	All faculty.

Strategy2:

PBS - Positive Behavior Support Plan

1. Establish a PBS team

2. Schedule Meetings to review discipline data

3. Student recognition/reward

Category:

Research Cited:

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBS Student Recognition Assembly	Behavioral Support Program	08/05/2015	05/20/2016	$0 - Other	PTO, faculty and staff.

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

Goal 1:

NLMS students will increase in their reading proficiency in Grades 6-8

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6th-8th in Reading by 05/20/2016 as measured by ACT Aspire and Star Assessments. STAR assessment results will be reviewed quarterly. ASPIRE will be reviewed yearly.

Strategy1:

Text Complexity - Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Students should build reading experiences with texts about a variety of subjects, checking understanding as they read and using reading strategies for challenging texts.

Category:

Research Cited: http://www.discoveractaspire.org/assessments/reports/

Activity - Document Based Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Document based questions are being used in the social studies classrooms to promote literacy across the curriculum and comprehension of complex texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th and 7th grade Social Studies Teachers

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate and compare various types of rigorous text excerpts and articles. Dissect fiction for its literary elements. Participate in guided and independent reading of class sets of novels. Examine newspaper, internet and other "real world" reading. Use of annotating texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 100 Words Every Middle Schooler Should Know, testing vocabulary, academic vocabulary.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	Librarian

Strategy2:

Literacy Design Collaborative (LDC) - Literacy Design Collaborative empowers teachers to build meaningful assignments aligned to college- and career-readiness standards. Ultimately, teachers take ownership of their own professional growth to drive more powerful outcomes for their students – who take ownership for their own learning.

Category:

Research Cited: http://www.sreb.org/page/1767/ldc.html

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A social studies teacher and an English teacher learn how to build lessons that engage students to read, think about, and write about challenging texts in all disciplines.	Direct Instruction	08/05/2015	05/20/2016	$20 - Other	Mrs. Clark and Ms. Beaudry

Strategy3:

Assessments - One goal of assessment is to determine knowledge and ability level before direct instruction takes place.

Another goal is to monitor student learning so that student misunderstandings of content can quickly be corrected. A third goal is to direct teacher instruction. A benefit of assessment is that students can analyze their own academic progress. A final goal is to assess student mastery of standards.

Category:

Research Cited: http://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach students to monitor their own reading progress by creating a bar graph of their scores on STAR and STI assessments or by printing out each student's scores for them to see and compare. Allow students to set individual goals toward improvement.	Other - Data Analysis	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize anticipation guides, exit slips, interactive technology, and other forms of formative assessment regularly so as to ascertain student understand and direct teacher instruction.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Strategy4:

Bellringers - Bell Ringers are used to introduce new content, review previously-taught content, or as a homework review. Some Course of Study content can be covered entirely through bellringers, while others can be reinforced

Category:

Research Cited: http://www.c-spanclassroom.org/Lesson/781/Bell+Ringers.aspx

Activity - Review Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use bellringers to review Anchor Standards from previous years that will likely be covered on the ASPIRE Assessment.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduce Latin and Greek root words, academic vocabulary and domain-specific vocabulary through Bellringers	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Strategy5:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come. Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution. iReady will be used by students enrolled in reading remediation classes, as well as reading remediation groups during Success.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Technology Academic Support Program Direct Instruction	08/05/2015	05/20/2016	$3000 - Other	Title I Teacher, Success Reading Remediation teachers, Resource Teachers

Strategy6:

Classroom Intervention - Students with low STAR benchmark scores, Aspire scores, STI Assessment scores, and/or who continue to score

D's and F's at grade-reporting time (every 4 ½ weeks), will receive individual and small-group help.

Category:

Research Cited: http://www.rtinetwork.org

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students need intervention. Divide students into tiered groups for direct instruction at their level of academic need. Students may be encouraged to attend before-school or after-school tutoring offered by the teacher.	Academic Support Program	08/05/2015	05/01/2017	$0 - No Funding Required	6-8 grade English teachers

Strategy7:

Pre-Advanced Placement - Not only will students in all three grades be able to participate in pre-advanced placement classes, but students in

regular English Language Arts classes will also experience some of the higher-level reading, writing, and thinking skills and strategies

introduced in the pre-advanced placement classes.

Category:

Research Cited: http://www.nms.org/Programs/ResearchResults.aspx

http://www.apluscollegeready.org/data-presentations

Activity - Rigorous Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Require student engagement in upper Bloom's Taxonomy skills by facilitating differentiated activities such as philosophical chairs, literature circles, foldables, and graphic organizers. Employ on a weekly basis the nine best teaching practices identified by Marzano.	Other - Guided Practice	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Rigorous Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow the rigorous A+ College Ready curriculum (through Dropbox links, the website, and training materials) and/or use the materials, lessons, and assessments available through the Laying the Foundations website and training materials.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate, and compare various types of rigorous text excerpts and articles by using high-end grade-level literature and informational texts found in textbooks, workbooks, websites and novels.	Other - Partner and Small Group Work	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade English teachers

Strategy8:

Data Meetings - Grade-level teachers meet twice a month and the RTI Team meets twice each nine weeks to identify students who are not responding to classroom interventions and to make a formal plan of intervention for the student.

Category:

Research Cited:

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students might benefit from participating in the school-wide intervention programs such as the daily Success Remediation class, the daily after-school tutoring program Bridges, and the Saturday School program which meets at least once a month.	Academic Support Program Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty, RTI Team

Strategy9:

Technology - Effective teacher-use and student-use of technology will result in greater student engagement, an increase in student achievement, and will ultimately produce a student who is better prepared for college and career.

Category:

Research Cited: http://www.act.org/research/policymakers/pdf/school_tech.pdf

Activity - Technology Infused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will regularly use available interactive technology such as Smart Boards/Promethean Boards, wireless slates, document cameras, Chromebooks, Clickers, BYOD, etc. to enhance reading lessons.	Technology	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Goal 2:

NLMS will increase the Math proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6-8 in Mathematics by 05/20/2016 as measured by ACT Aspire and STAR Assessment results. STAR assessment results will be reviewed quarterly. ASPIRE will be review yearly.

Strategy1:

AVID - They learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - Clock Appointments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purpose is to create partners for students during collaborative activities. Students will use clock appointments for task cards and other partner activities.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	8th math teachers

Strategy2:

Remediation - Remediation is the effective re-teaching of material not previously mastered when it was originally taught.

Category:

Research Cited: According to a research study for the Southeastern Regional Council for Educational Improvement by Gypsy Anne Abbott and Elizabeth McEntire.   Read more: http://www.ehow.com/facts_6777025_difference-between-remediation-intervention-mathematics.html#ixzz2e7reelym

Activity - Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A time period allotted in the every day schedule of all students, where they are able to receive help in various content area subjects. Specifically, we have a remediation success class for all students who struggle in Math, or who have been referred to RTI.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th math teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring in math is offered to any student by teachers and the Bridges program. Additionally, peer tutoring and teacher one-on-one tutoring is offered during the class block.	Tutoring	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th math teachers

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are chosen by teacher based upon those students who are struggling in math or who have been referred by the RTI team.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Saturday School Teachers and Administrator

Strategy3:

Assessments - Assessments can be used in schools to monitor educational systems for public accountability; help improve curricula;

evaluate the effectiveness of teaching and instructional practices; measure student achievement; and determine a student's mastery of skills.

Category:

Research Cited: http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize exit slips, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. Drawing a concept map in class to represent their understanding of a topic; submit one or two sentences identifying the main point of a lecture.	Other	08/01/2014	05/21/2015	$0 - No Funding Required	6th-8th math teachers

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research. Students will explain in their own words mathematical processes.	Other	08/11/2014	05/21/2015	$0 - No Funding Required	8th math teachers

Strategy4:

Pre-Advanced Placement - Allowing all middle school students to learn and practice higher-level thinking, reading, and writing can open

doors for many kids who traditionally would not have considered an Advanced Placement or honors course.

Category:

Research Cited: http://apcentral.collegeboard.com/apc/public/preap/index.html

Activity - Bellringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use as introductions to the day's mathematical practice, as "warm ups" for other lessons, or as stand-alone extended engagements with mathematical concepts.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th math teachers

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These include word walls, graphic organizers, writing assignments, illustrations, and foldables.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th Grade Math Teachers

Activity - Media Clips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will watch and discuss media forms and their relation to math in order to provide a connection with a real life experience.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	8th Grade Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and use models to enhance comprehension of course of study objectives.Students will use task cards at stations to review material presented in class.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	8th math teachers

Strategy5:

Meetings - Focused meetings:

Departmental

Grade Level

Faculty

AVID

Category:

Research Cited:

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused Meetings	Professional Learning	08/01/2015	05/20/2016	$0 - No Funding Required	All teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction team will meet to identify students who are struggling to pass any content area course.	Academic Support Program	08/29/2014	05/21/2015	$0 - No Funding Required	RTI team

Strategy6:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every math remediation student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Technology Academic Support Program Direct Instruction	08/05/2015	05/20/2016	$3000 - Other	Math remediation teachers, Resource teachers

Goal 3:

NLMS will increase Science proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Grades 6-8 in Science by 05/20/2016 as measured by Aspire Assessment. This data will be reviewed annually..

Strategy1:

AVID - Students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers, and participate in enrichment and motivational activities that make college seem attainable.

Category:

Research Cited: http://www.avid.org/sec_overview.html

Activity - AVID Binder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will keep a continuously running notebook/binder of Language skills and practice so that a systematic approach to learning grammar may be mastered.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	All teachers.

Strategy2:

AMSTI - The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready). AMSTI will be implemented in science classrooms in grade 6-8.

Category:

Research Cited: http://www.amsti.org/

Activity - Scientific Inquiry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laboratory activities and experiments investigating varied scientific topics.	Other - Student Driven Learning Direct Instruction	08/06/2015	05/20/2016	$0 - District Funding	6-8 Science Teachers

Activity - Science notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This organization and instructional tool will be used daily to maintain continuity of learning during lessons and labs.	Direct Instruction Other - Student Driven Learning	08/06/2015	05/20/2016	$0 - District Funding	All Science teachers

Strategy3:

Meetings - Focused Department Meetings

Category:

Research Cited:

Activity - Departmental Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused Departmental meeting on issues, concerns, successes.	Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	All science teachers

Goal 4:

Narrow the achievement gap in special education subgroup and regular ed. students

Measurable Objective 1:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency on STAR math assessment and ASPIRE in

Mathematics by 05/21/2015 as measured by individual results on STAR assessment and ASPIRE..

Strategy1:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

Activity - RTI	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - Reading Intervention	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - BRIDGES	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Strategy2:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Research Cited:

Activity - Revise Staff Roles	**Activity Type**	**Begin Date**	**End Date**	**Funding Amount & Source**	**Staff Responsible**
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0 - No Funding Required	Special education teacher

Strategy3:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Technology Direct Instruction Academic Support Program	08/05/2015	05/20/2016	$3000 - Other	All remediation teachers and resource teachers.

Strategy4:

Professional Development - All staff trained in subgroup data analysis

Category:

Research Cited:

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty meetings, training, and plan review	Professional Learning	09/08/2014	05/21/2015	$0 - No Funding Required	Principal

Measurable Objective 2:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency in growth report in Reading by 05/22/2015 as measured by STAR reading assessment and ASPIRE.

Strategy1:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Research Cited:

Activity - Revise Staff Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0 - No Funding Required	Special education teacher

Strategy2:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction Academic Support Program Technology	08/05/2015	05/20/2016	$3000 - Other	All remediation teachers and resource teachers.

Strategy3:

Professional Development - All staff trained in subgroup data analysis

Category:

Research Cited:

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty meetings, training, and plan review	Professional Learning	09/08/2014	05/21/2015	$0 - No Funding Required	Principal

Strategy4:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - BRIDGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Goal 5:

NLMS will decrease the number of discipline referrals in grades 6-8.

Measurable Objective 1:

demonstrate a behavior of positive teacher/student interactions; resulting in a decrease in the number of discipline referrals by 5% by 5/20/2016 as measured by the discipline data retried from iNOW. by 05/21/2015 as measured by the discipline data retrieved from INOW..

Strategy1:

PBS - Positive Behavior Support Plan

1. Establish a PBS team

2. Schedule Meetings to review discipline data

3. Student recognition/reward

Category:

Research Cited:

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBS Student Recognition Assembly	Behavioral Support Program	08/05/2015	05/20/2016	$0 - Other	PTO, faculty and staff.

Strategy2:

Safe and Civil Schools - The Safe & Civil Schools Series is a collection of practical materials designed to help school staff improve safety and civility across all school settings. By so doing, school personnel lay a foundation to engage students and enhance learning. The goal of the series is to empower school staff with techniques to help all students behave responsibly and respectfully.

Category:

Research Cited: http://www.safeandcivilschools.com

Activity - CHAMPS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To have the effective classroom management plan that prevents misbehavior and is continually refined to help students become increasingly respectful, responsible, motivated and highly engaged in instructional activities.	Behavioral Support Program	08/05/2015	05/20/2016	$20000 - Other	All faculty.

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

Goal 1:

NLMS students will increase in their reading proficiency in Grades 6-8

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6th-8th in Reading by 05/20/2016 as measured by ACT Aspire and Star Assessments. STAR assessment results will be reviewed quarterly. ASPIRE will be reviewed yearly.

Strategy1:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come. Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution. iReady will be used by students enrolled in reading remediation classes, as well as reading remediation groups during Success.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Academic Support Program Technology Direct Instruction	08/05/2015	05/20/2016	$3000 - Other	Title I Teacher, Success Reading Remediation teachers, Resource Teachers

Strategy2:

Classroom Intervention - Students with low STAR benchmark scores, Aspire scores, STI Assessment scores, and/or who continue to score

D's and F's at grade-reporting time (every 4 ½ weeks), will receive individual and small-group help.

Category:

Research Cited: http://www.rtinetwork.org

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students need intervention. Divide students into tiered groups for direct instruction at their level of academic need. Students may be encouraged to attend before-school or after-school tutoring offered by the teacher.	Academic Support Program	08/05/2015	05/01/2017	$0 - No Funding Required	6-8 grade English teachers

Goal 2:

NLMS will increase the Math proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6-8 in Mathematics by 05/20/2016 as measured by ACT Aspire and

STAR Assessment results. STAR assessment results will be reviewed quarterly. ASPIRE will be review yearly.

Strategy1:

Remediation - Remediation is the effective re-teaching of material not previously mastered when it was originally taught.

Category:

Research Cited: According to a research study for the Southeastern Regional Council for Educational Improvement by Gypsy Anne Abbott

and Elizabeth McEntire.   Read more: http://www.ehow.com/facts_6777025_difference-between-remediation-intervention-

mathematics.html#ixzz2e7reelym

Activity - Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A time period allotted in the every day schedule of all students, where they are able to receive help in various content area subjects. Specifically, we have a remediation success class for all students who struggle in Math, or who have been referred to RTI.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th math teachers

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring in math is offered to any student by teachers and the Bridges program. Additionally, peer tutoring and teacher one-on-one tutoring is offered during the class block.	Tutoring	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th math teachers

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are chosen by teacher based upon those students who are struggling in math or who have been referred by the RTI team.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	Saturday School Teachers and Administrator

Strategy2:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every math remediation student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction Academic Support Program Technology	08/05/2015	05/20/2016	$3000 - Other	Math remediation teachers, Resource teachers

Goal 3:

Narrow the achievement gap in special education subgroup and regular ed. students

Measurable Objective 1:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency in growth report in Reading by 05/22/2015 as measured by STAR reading assessment and ASPIRE.

Strategy1:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Research Cited:

Activity - Revise Staff Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0 - No Funding Required	Special education teacher

Strategy2:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - BRIDGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Strategy3:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

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Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Academic Support Program Technology Direct Instruction	08/05/2015	05/20/2016	$3000 - Other	All remediation teachers and resource teachers.

Measurable Objective 2:

A 5% decrease of Students with Disabilities students will demonstrate a proficiency on STAR math assessment and ASPIRE in

Mathematics by 05/21/2015 as measured by individual results on STAR assessment and ASPIRE..

Strategy1:

Repurpose Personnel - Examine current special education staff and revise assignments for upcoming school year.

Category:

Research Cited:

Activity - Revise Staff Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teacher will serve as interventionist for all grade levels.	Direct Instruction	08/11/2014	05/22/2015	$0 - No Funding Required	Special education teacher

Strategy2:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come.

Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Direct Instruction Academic Support Program Technology	08/05/2015	05/20/2016	$3000 - Other	All remediation teachers and resource teachers.

Strategy3:

Interventions - Special education students will receive additional interventions through RTI processes.

New interventions will be explored for the upcoming school year.

Category:

Research Cited: RTI and best practices

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention class during Success and as an elective course.	Academic Support Program	08/11/2014	05/21/2015	$0 - No Funding Required	Mrs. Barton, Mrs. Burkhart, Mrs. McLain, Ms. Putman, Mrs. Courson, Ms. Beaudry

Activity - BRIDGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BRIDGES tutorial program offered by SAFE.	Academic Support Program	09/08/2014	05/21/2015	$0 - Other	Teachers hired by SAFE

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Instruction Team will identify struggling students, and develop interventions.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	RTI team

Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saturday School for students who are struggling to pass.	Academic Support Program	09/08/2014	05/21/2015	$0 - No Funding Required	Saturday school staff

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

Goal 1:

NLMS students will increase in their reading proficiency in Grades 6-8

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6th-8th in Reading by 05/20/2016 as measured by ACT Aspire and

Star Assessments. STAR assessment results will be reviewed quarterly. ASPIRE will be reviewed yearly.

Strategy1:

Literacy Design Collaborative (LDC) - Literacy Design Collaborative empowers teachers to build meaningful assignments aligned to college-

and career-readiness standards. Ultimately, teachers take ownership of their own professional growth to drive more powerful outcomes for

their students – who take ownership for their own learning.

Category:

Research Cited: http://www.sreb.org/page/1767/ldc.html

Activity - LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A social studies teacher and an English teacher learn how to build lessons that engage students to read, think about, and write about challenging texts in all disciplines.	Direct Instruction	08/05/2015	05/20/2016	$20 - Other	Mrs. Clark and Ms. Beaudry

Strategy2:

Text Complexity - Students must read and understand increasingly complex texts to prepare for the reading demands of college and career.

Students should build reading experiences with texts about a variety of subjects, checking understanding as they read and using reading

strategies for challenging texts.

Category:

Research Cited: http://www.discoveractaspire.org/assessments/reports/

Activity - Document Based Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Document based questions are being used in the social studies classrooms to promote literacy across the curriculum and comprehension of complex texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th and 7th grade Social Studies Teachers

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate and compare various types of rigorous text excerpts and articles. Dissect fiction for its literary elements. Participate in guided and independent reading of class sets of novels. Examine newspaper, internet and other "real world" reading. Use of annotating texts.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty.

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 100 Words Every Middle Schooler Should Know, testing vocabulary, academic vocabulary.	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	Librarian

Strategy3:

Pre-Advanced Placement - Not only will students in all three grades be able to participate in pre-advanced placement classes, but students in regular English Language Arts classes will also experience some of the higher-level reading, writing, and thinking skills and strategies introduced in the pre-advanced placement classes.

Category:

Research Cited: http://www.nms.org/Programs/ResearchResults.aspx

http://www.apluscollegeready.org/data-presentations

Activity - Rigorous Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Require student engagement in upper Bloom's Taxonomy skills by facilitating differentiated activities such as philosophical chairs, literature circles, foldables, and graphic organizers. Employ on a weekly basis the nine best teaching practices identified by Marzano.	Other - Guided Practice	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Rigorous Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow the rigorous A+ College Ready curriculum (through Dropbox links, the website, and training materials) and/or use the materials, lessons, and assessments available through the Laying the Foundations website and training materials.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate, and compare various types of rigorous text excerpts and articles by using high-end grade-level literature and informational texts found in textbooks, workbooks, websites and novels.	Other - Partner and Small Group Work	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade English teachers

Strategy4:

Bellringers - Bell Ringers are used to introduce new content, review previously-taught content, or as a homework review. Some Course of Study content can be covered entirely through bellringers, while others can be reinforced

Category:

Research Cited: http://www.c-spanclassroom.org/Lesson/781/Bell+Ringers.aspx

Activity - Review Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use bellringers to review Anchor Standards from previous years that will likely be covered on the ASPIRE Assessment.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Introduce Latin and Greek root words, academic vocabulary and domain-specific vocabulary through Bellringers	Direct Instruction	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Strategy5:

Classroom Intervention - Students with low STAR benchmark scores, Aspire scores, STI Assessment scores, and/or who continue to score

D's and F's at grade-reporting time (every 4 ½ weeks), will receive individual and small-group help.

Category:

Research Cited: http://www.rtinetwork.org

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students need intervention. Divide students into tiered groups for direct instruction at their level of academic need. Students may be encouraged to attend before-school or after-school tutoring offered by the teacher.	Academic Support Program	08/05/2015	05/01/2017	$0 - No Funding Required	6-8 grade English teachers

Strategy6:

Assessments - One goal of assessment is to determine knowledge and ability level before direct instruction takes place.

Another goal is to monitor student learning so that student misunderstandings of content can quickly be corrected. A third goal is to direct

teacher instruction. A benefit of assessment is that students can analyze their own academic progress. A final goal is to assess student

mastery of standards.

Category:

Research Cited: http://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teach students to monitor their own reading progress by creating a bar graph of their scores on STAR and STI assessments or by printing out each student's scores for them to see and compare. Allow students to set individual goals toward improvement.	Other - Data Analysis	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize anticipation guides, exit slips, interactive technology, and other forms of formative assessment regularly so as to ascertain student understand and direct teacher instruction.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th Grade English Teachers

Strategy7:

Technology - Effective teacher-use and student-use of technology will result in greater student engagement, an increase in student achievement, and will ultimately produce a student who is better prepared for college and career.

Category:

Research Cited: http://www.act.org/research/policymakers/pdf/school_tech.pdf

Activity - Technology Infused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will regularly use available interactive technology such as Smart Boards/Promethean Boards, wireless slates, document cameras, Chromebooks, Clickers, BYOD, etc. to enhance reading lessons.	Technology	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th English teachers

Strategy8:

iReady - Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come. Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready offers that solution. iReady will be used by students enrolled in reading remediation classes, as well as reading remediation groups during Success.

Category:

Research Cited: http://www.curriculumassociates.com/products/iready/i-ready-predicts.aspx

Activity - iReady Diagnostic and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career. By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests. Based on the Diagnostic results, i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style learning environment.	Technology Direct Instruction Academic Support Program	08/05/2015	05/20/2016	$3000 - Other	Title I Teacher, Success Reading Remediation teachers, Resource Teachers

Strategy9:

Data Meetings - Grade-level teachers meet twice a month and the RTI Team meets twice each nine weeks to identify

students who are not responding to classroom interventions and to make a formal plan of intervention for the student.

Category:

Research Cited:

Activity - Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data to identify which students might benefit from participating in the school-wide intervention programs such as the daily Success Remediation class, the daily after-school tutoring program Bridges, and the Saturday School program which meets at least once a month.	Academic Support Program Professional Learning	08/05/2015	05/20/2016	$0 - No Funding Required	All faculty, RTI Team

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:

NLMS students will increase in their reading proficiency in Grades 6-8

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6th-8th in Reading by 05/20/2016 as measured by ACT Aspire and Star Assessments. STAR assessment results will be reviewed quarterly. ASPIRE will be reviewed yearly.

Strategy1:

Pre-Advanced Placement - Not only will students in all three grades be able to participate in pre-advanced placement classes, but students in regular English Language Arts classes will also experience some of the higher-level reading, writing, and thinking skills and strategies introduced in the pre-advanced placement classes.

Category:

Research Cited: http://www.nms.org/Programs/ResearchResults.aspx

http://www.apluscollegeready.org/data-presentations

Activity - Rigorous Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze, evaluate, and compare various types of rigorous text excerpts and articles by using high-end grade-level literature and informational texts found in textbooks, workbooks, websites and novels.	Other - Partner and Small Group Work	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade English teachers

Activity - Rigorous Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Require student engagement in upper Bloom's Taxonomy skills by facilitating differentiated activities such as philosophical chairs, literature circles, foldables, and graphic organizers. Employ on a weekly basis the nine best teaching practices identified by Marzano.	Other - Guided Practice	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Activity - Rigorous Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow the rigorous A+ College Ready curriculum (through Dropbox links, the website, and training materials) and/or use the materials, lessons, and assessments available through the Laying the Foundations website and training materials.	Direct Instruction	08/06/2015	05/20/2016	$0 - No Funding Required	6th - 8th grade ELA teachers

Goal 2:

NLMS will increase the Math proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in grades 6-8 in Mathematics by 05/20/2016 as measured by ACT Aspire and STAR Assessment results. STAR assessment results will be reviewed quarterly. ASPIRE will be review yearly.

Strategy1:

Pre-Advanced Placement - Allowing all middle school students to learn and practice higher-level thinking, reading, and writing can open doors for many kids who traditionally would not have considered an Advanced Placement or honors course.

Category:

Research Cited: http://apcentral.collegeboard.com/apc/public/preap/index.html

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and use models to enhance comprehension of course of study objectives.Students will use task cards at stations to review material presented in class.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	8th math teachers

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These include word walls, graphic organizers, writing assignments, illustrations, and foldables.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th - 8th Grade Math Teachers

Activity - Bellringer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use as introductions to the day's mathematical practice, as "warm ups" for other lessons, or as stand-alone extended engagements with mathematical concepts.	Academic Support Program	08/05/2015	05/20/2016	$0 - No Funding Required	6th-8th math teachers

Activity - Media Clips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will watch and discuss media forms and their relation to math in order to provide a connection with a real life experience.	Other	08/05/2015	05/20/2016	$0 - No Funding Required	8th Grade Teachers

Goal 3:

NLMS will increase Science proficiency in Grades 6-8.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Grades 6-8 in Science by 05/20/2016 as measured by Aspire Assessment. This data will be reviewed annually..

Strategy1:

AMSTI - The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready). AMSTI will be implemented in science classrooms in grade 6-8.

Category:

Research Cited: http://www.amsti.org/

Activity - Science notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This organization and instructional tool will be used daily to maintain continuity of learning during lessons and labs.	Other - Student Driven Learning Direct Instruction	08/06/2015	05/20/2016	$0 - District Funding	All Science teachers

Activity - Scientific Inquiry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laboratory activities and experiments investigating varied scientific topics.	Direct Instruction Other - Student Driven Learning	08/06/2015	05/20/2016	$0 - District Funding	6-8 Science Teachers

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All core content teachers are highly qualified. One elective teacher is not highly qualified. However, she is covered under emergency certification and is seeking appropriate credentials.	

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

At NLMS, personnel staffing decisions are made to ensure that instruction is provided by highly qualified teachers in order to effectively meet the prioritized academic needs of the students. The teachers are hired and strategically placed according to their certification and strengths, which allows the students to reach their academic goals as the teachers meet their instructional needs.

Component 4: Strategies to Attract Highly Qualified Teachers

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

NLMS had a 21% teacher turnover rate for the 2014-2015 school year. Six teachers left NLMS for new positions with different school districts, one teacher was non-renewed, and two teachers retired.

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

NLMS has 57% of teachers with fifteen or more years of experience, 8% of teachers with five to fifteen years of experience and 35% of teachers with fewer than five years of experience.

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

It is the practice of Nichols-Lawson Middle School to hire only highly qualified teachers through an interview process. Every year, district representatives attend job fairs in all areas in Alabama that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to the Sylacauga City School System. Prospective teachers are given information about our school system, the city of Sylacauga and neighboring communities. Applications are requested statewide when funds are available in order to recruit the best applicants. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional developmental activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

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

It is the practice of the Sylacauga Citsy School System to hire only highly qualified teachers through an interviewing process. Every year district representatives attend job fairs in all areas in Alabama that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to the Sylacauga City School System. Prospective teachers are given information about our school system, the city of Sylacauga and neighboring communities. Applications are requested statewide when funds are available in order to recruit the best applicants. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional developmental activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

NLMS is working with new teachers in the existing mentoring program to facilitate highly qualified teacher retention.

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?

Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.NLMS supports all faculty members through a mentoring program monitored by the administration. Our school system ensures that all staff members participate in a continuous program of professional learning. NLMS's grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills are consistent across grade levels and courses. Some of the ways we track and measure data are through: pacing guides, progress reports, and checklists, grading period, benchmark assessments, STAR assessments and growth reports, STI Assessment data and report cards. For the 2015-2016 school year, new system wide cohorts were created for professional learning based on what the needs were as a district and from the needs of the faculty.

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

Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning. NLMS supports all faculty members through a mentoring program monitored by the administration. Our school system ensures that all staff members participate in a continuous program of professional learning. NLMS's grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills are consistent across grade levels and courses. Some of the ways we track and measure data are through: pacing guides, progress reports, grading period, benchmark assessments, STI Assessment data, STAR assessments and growth reports, and report cards. Teachers at NLMS attend a variety of professional development activities including: CHAMPS, LDC, AMSTI, Laying the Foundations, Project Lead the Way, and AP.

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.

NLMS has established a teacher mentoring program administered by our principal. The goal for our program is to improve teaching practices and is designed to provide ongoing support for new, inexperienced teachers. Each new teacher is assigned a master teacher. The mentor and new teacher are required to meet regularly and the meetings are documented to reflect the date, time and focus. New teachers attend new teacher orientation and are trained on classroom management and effective instructional practices.

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

Turn around training, embedded training, training during faculty meeting, data meetings, technology training and online training are all used monthly for professional development.

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.

NLMS has several strategies for supporting and aiding students in transitions from both 5th to 6th grade and 8th to 9th grade. NLMS hosts fifth grade students from Pinecrest Elementary School on a tour of our facility in the spring of each year. Additionally, NLMS holds Jumpstart, a summer prep course for sixth grade. During Jumpstart a member of the NLMS faculty goes over the basics of transitioning to middle school. Basic sixth grade academic skills and life skills such as opening a locker and transitioning between classes are discussed during Jumpstart. In order to aide in the transition from 8th grade to 9th grade, students and parents attend a transition meeting during which a schedule is set for students upcoming academic school year. Additionally, eight grade students visit the Sylacauga High School campus for a tour of the facilities.

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?

Assessment decisions are a vital part of teacher responsibilities at Nichols-Lawson Middle School. Our staff not only participates in assessment decisions as a whole, such as in faculty meetings, but also converse within smaller groups and committees. Research shows that when teachers participate in committees, they take ownership regarding assessment decisions. The faculty at Nichols-Lawson Middle School continues the assessment process of students using a vast array of measures. Students are assessed by a variety of tools, such as standardized and teacher-made tests, and teacher observations.

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?

The determination of struggling students is a collaborative effort between grade-level, resource teachers and the RTI Team. Utilizing local and national assessments, such as Star reading reading and math - allows the teachers at Nichols-Lawson Middle School to determine students' weaknesses and to develop strategies for their success. All teachers meet with the principal and grade level or department to review assessment data as necessary. Students who are struggling to meet the State's academic standards are referred to the RTI Team at NLMS. RTI (Problem Solving Team) assists in the process of aiding students who are experiencing academic or behavioral difficulties in school. If a student is brought before the RTI committee, the team will assist the teacher in developing strategies for the student to be successful. These strategies are used for a period of four and one-half to nine weeks. The team meets each month to discuss the progress of the student, unless earlier intervention is deemed necessary. If the student shows success, the teacher continues to implement the strategies until otherwise warranted. If the student shows no change or if the problem worsens, further accommodations will be discussed and implemented. A variety of assessment measures are used, including but not limited to: teacher made tests, STAR Reading, STAR Math, STI Assessment, iReady Diagnostic Assessments.

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?

It is the goal of Nichols-Lawson Middle School that every member of our learning community will be successful. Sometimes a student's progress is less than expected and strategies to assist students who are experiencing barriers to this progress must be identified. The teachers at NLMS are trained to identify those students who are not meeting the state's challenging academic standards and the barriers they are experiencing. Every effort to meet the deficiencies of "at risk" students is an on-going process. Students are assessed regularly with deficiencies being noted and addressed, by both the classroom teacher and the resource teachers. Students who are struggling to meet the State's challenging academic standards may be assigned to a remediation Success class to receive in-school assistance in meeting the standards. The teachers at NLMS are committed to assisting students beyond the school day in a variety of ways which include:
- After-school tutoring offered by individual teachers as needed.
- In-school and After-school tutoring available through the Bridges Program
- Parent/teacher conferences are held to assist students who are experiencing difficulty.
- Saturday School offered to students who are referred by the RTI team.

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

At NLMS, individual students' needs are addressed through differentiated instruction in the classroom. Students who are struggling to meet the state's reading standards or students who receive special education services are scheduled an extra reading remediation class to serve an elective course. This reading remediation course uses the iReady Diagnostic and Instructional computer-based program to provide

additional differentiation for students. Students who are struggling to meet the State's math standards are assigned to a math remediation Success class that meets daily. Additionally, students who receive special education services are provided support in the core classes by either resource teachers or instructional assistants.

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.

Sylacauga City Schools partners with SAFE to provide an in-school and after-school tutoring program called Bridges. Additionally, teachers offer all students after-school tutoring as needed. NLMS also provides Saturday School for students who are struggling to meet the state's standards and are referred to the RTI team.

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.

Following federal, state, and local laws, along with the Sylacauga City School System policy and procedures, equitable access is given to all populations in all programs in the Sylacauga City School System. The board approved policy governs the rights of the underserved populations which include: Limited English Proficient, Neglected/Homeless, At-Risk, Migrant
It is the intent of the Sylacauga City School System to recognize that within the district there are students who have a primary language other than English. The goal of the ELL Program is to have each student become proficient in the use of the English language, however, not to replace the student's primary language. ELL shall be taught to enable English Language Learners to become competent in the comprehension, speaking, reading and writing of the English language. The Home Language Survey shall be given to the parents of all students at time of registration, placed in the student's permanent record file and any surveys which include any language other than English on any question must be referred to the school's ELL instructor and the ELL office within 3 days. The ELL instructor will gather information and administer the W-APT to determine the level of English Language proficiency within 8 days. Interpreters are available upon request. The information will be provided to the ELL committee for review and possible placement of the student. Neglected / Homeless / Migrant/At Risk
It is the intent of the Sylacauga City School System that every student in the Sylacauga area who has been identified as neglected by PHC/DHR/SAFE or identified as homeless shall be provided with an opportunity to participate in all educational opportunities.
At Risk students are referred to our The Problem Solving Team (RTI) committee in order to provide the teachers with strategies that will aid in the students' success. The Problem Solving Team (RTI) shall consist of an administrator, Title I representative, the school counselor, and general education teacher that serve as the facilitators. The team meets every 30-45 days to discuss student interventions. These discussions are confidential. If a teacher has a student who is failing, in danger of failing, or significant behavior issues, they are required to submit a referral to the RTI team. The RTI team will meet with the teacher to discuss interventions/strategies that have been in place and develop an individualized plan designed to help the student become more successful at school. If a student is successful, they will no longer go before the RTI team, but the teacher will continue the strategies that were put in place. If a student is still not successful, a new plan will be developed or referred for other testing. Economically disadvantaged students are identified through the application of free/reduced lunch. Students with low family income will be identified and will be eligible/access to all programs and services.

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.

Neglected / Homeless / Migrant/At Risk

It is the intent of the Sylacauga City School System that every student in the Sylacauga area who has been identified as neglected by PHC/DHR/SAFE or identified as homeless shall be provided with an opportunity to participate in all educational opportunities.

At Risk students are referred to our The Problem Solving Team (RTI) committee in order to provide the teachers with strategies that will aid in the students' success. The Problem Solving Team (RTI) shall consist of an administrator, Title I representative, the school counselor, and general education teacher that serve as the facilitators. The team meets every 30-45 days to discuss student interventions. These discussions are confidential. If a teacher has a student who is failing, in danger of failing, or significant behavior issues, they are required to submit a referral to the RTI team. The RTI team will meet with the teacher to discuss interventions/strategies that have been in place and develop an individualized plan designed to help the student become more successful at school. If a student is successful, they will no longer go before the RTI team, but the teacher will continue the strategies that were put in place. If a student is still not successful, a new plan will be developed or referred for other testing. Economically disadvantaged students are identified through the application of free/reduced lunch. Students with low family income will be identified and will be eligible/access to all programs and services.

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?

Nichols-Lawson Middle School will continue to work with the faculty through in-services, professional development, grade-level meetings, and faculty meetings in understanding the importance of program coordination. The system-wide CNP Director and the Director of Teaching and Learning coordinate local, state and federal programs and integrate these programs toward the achievement of the school-wide goals.

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

At Nichols-Lawson Middle School these are the Special Populations and how we provide services for these groups.

1. Special Education students:

- Students are provided instructional intervention from a special education/speech teacher

- Students also receive additional intervention from a Title I certified resource teacher

- Students receive small group explicit instruction from their classroom teacher

- Students are provided with instructional modifications that meet their individual needs

2. ELL students:

- Students receive intervention from a part time ELL instructor as required in the ELP.

- The ELL teacher provides phone calls with ELL parents

- A translator is provided if necessary

- We have the TransAct computer program that translates written communications to the parents as needed

- Students receive additional intervention from a Title I resource teacher if needed

3. Students of poverty:

- Students are provided with free and reduced breakfast and lunch

- Students are provided with a summer lunch program

- We provide school supplies for students

- Students receive food to be consumed during school breaks and weekends.

- Guidance counselor provides services to meet the needs of our impoverished children throughout the year.

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

CCRS, CCR (college, career ready), PTO, WAY program, SAFE, Bridges, Career Tech, CHAMPS

Component 10: Evaluation

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

Nichols-Lawson Middle School will evaluate the school wide program at the end of the 2015-2016 school year. Beginning in 2016-2017, NLMS will evaluate the school wide program at the beginning and end of every school year using our CIP parent team, student leadership team, school leadership team and the surveys and data that have been accumulated through the year.

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

NLMS will evaluate assessment data at the end of the school year to assess our achievement from the previous year. We use that data to make goals for the NLMS students for the following year. Additionally, we will use our data from Star Reading, Star Math, iReady and STI Assessment to evaluate the efficacy of our program. We also look at behavior statistics to analyze if the behavior plan is effective.

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?

We look at measurable progress to evaluate student academic growth from the beginning of the year to the end of the year as measured by the Star Reading and Star Math assessments. Additionally, we evaluate the iReady Diagnostic and Instruciton data to see projected growth.

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?

We revise the plan if based on evaluation, if progress is not being made or goals not achieved. The CIP team is brought together to analyze data and present that data to stakeholders so that adjustments can be made. Any changes are sent home to parents and posted on the school website.

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

NLMS is continuing progress made on our academic CIP goals from the 2014-2015 school year. The 2014-2015 goal for reading was to increase proficiency by 5%. However, NLMS students reading proficiency decreased by 6%. The 2014-2015 goal for math was to increase proficiency by 5%. NLMS exceeded this goal by increasing proficiency by 7%. Our goal is to further increase math proficiency by an additional 5%. The 2014-2015 goal for science was to increase proficiency by 5%. NLMS has not made any progress towards this goal in the 2014-2015 school year. Since our goals have not been attained, NLMS has revised the academic schedule to increase instructional time in

the core classes. We have implemented CHAMPS to increase instructional time for students with discipline issues by keeping them in the classroom.

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

Nichols-Lawson Middle School removed the goal of becoming an AVID demonstration site. This goal was removed due to the lack of college tutors necessary to becoming an AVID demonstration site.

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	25.96	25.96	1,686,846.00
Administrator Units	1.00	1.00	119,055.00
Assistant Principal	1.00	1.0	97,328.00
Counselor	1.50	1.5	123,217.00
Librarian	1.00	1.0	53,498.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	2,470.00
Professional Development	0.00	0	3,785.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	14,250.00
Library Enhancement	0.00	0	950.00
Totals			2,101,399.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	232407.0

Provide a brief explanation and breakdown of expenses.

Salaries/Benefits: $196,632

Classroom Supplies: $30,360

Nurse Supplies: $2,415

Professional Development: $3,000

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

Provide a brief explanation and a breakdown of expenses.

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	105992.0

Provide a brief explanation and a breakdown of expenses.

System-wide allocation use to fund two class size reduction teachers at Pinecrest Elementary School.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	45000.0

Provide a brief explanation and a breakdown of expenses.

System-wide allocation used for school resource officer contract with Sylacauga Police Department.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	33120.0

Provide a brief explanation and breakdown of expenses.

System-wide allocation used to promote career and technical education programs requested by the community.

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

Provide a brief explanation and breakdown of expenses.

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.

Local Funds

Label	Question	Value
1.	Provide the total	464141.0

Provide a brief explanation and breakdown of expenses

Salaries/Benefits: $428,695

Professional Development: $5,000

Instructional Supplies: $8,600

Utilities: $21,846 (majority of utilities paid with state funds)

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.

NLMS will hold two parent meeting sessions, open to all parents, to discuss ACT Aspire Data. Additionally, parents of students participating in the Title I Reading remediation classes will meet with the Title I Teacher to discuss Star benchmark, Star progress monitoring scores and iReady Diagnostic and Instruction progress. Parents will be given a copy of 2015-2016 CIP and relevant Title I information including the 1% set-aside and the rights of parents involved. This meeting will be offered in two sessions, one at 12:00 and another at 5:30.

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.

NLMS will offer parent meetings during morning, lunch and evening hours on varying days of the week to assure equitable opportunity for parental attendance. Parents will receive a survey mid-year and at the end or the school year to review and improve the Title I Program. Additionally, a parent representative serves on the Title I Committee. Parental Involvement funds at NLMS are primarily used for communication with parents through mailers and literature.

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.

Parents of participating children receive information regarding the Title I Program at the beginning of the school year. This information includes a description and explanation of the curriculum used in the Title I program, the variety of assignments and assessments utilized and teacher contact information. Additional information is sent home through the mid-grading period progress report and report card. Throughout the grading period, email, telephone and the student agenda is utilized to communicate information with parents. Student grades are available through the Chalkable Home Portal.

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).

The School-Parent Compact is a three part document. The Title I teacher's expectations and obligations, the administrator's expectations and contributions and the parent's expectations and input. The document is created and signed by the Title I teacher. Once the teacher has created the document, the Principal meets with each student and gives her input and signed the document. This document is then presented to the parent(s) for input. This agreement is reviewed at the close of each semester and is able to be updated at any time.

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

The CIP will be posted on the NLMS website. A copy of the CIP is also housed in the NLMS Library. Parents will be able to provide comments on this document using the CIP Review form available in the office. A follow-up meeting will be set with parents who are dissatisfied with the NLMS CIP.

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)

Administrators, Guidance Counselor and Title I teacher conducts parent workshops explaining ACT Aspire, STAR reading and math diagnostic and progress monitoring assessments and iReady Diagnostic and Instruction progress. Individual meetings with parents are offered, as needed. NLMS holds parent meetings, open to all parents, to explain the requirements of Title I. Parents are also sent literature with login information for the Chalkable Home Portal to access student grades.

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)

We provide parent workshops that include technology topics and provide materials for the parents to help students continue to learn at home.We have a parent education section in our library and a parent resource center at the front of the school.

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)

Nichols-Lawson Middle School will continue to work with the faculty through in-services, professional development, grade-level meetings, and faculty meetings to understand the importance of parental involvement. Our counselor will be working closely with the teachers in planning parent involvement activities such as open house, parent visitation days, Title I workshops, and other activities where parents are invited to participate. Our Parent Teacher Organization works to provide additional funding, teacher support and parental involvement opportunities.

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)

Nichols-Lawson Middle School partners with Sylacauga Alliance for Family Enhancement (SAFE) to provide support/assistance to students and parents through after-school and in-school tutoring programs.

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)

All material relating to school programs is sent to parents in both a paper format and is digitally available on the NLMS website. NLMS has an EL teacher who is bilingual and able to communicate with the parents. The system also has the TransAct computer program, along with Google Translate, that is able to translate letters and notes that need to go home into their native language. We can also use the programs to translate notes into English. We have School Cast that notifies parents by phone of all events. Email is also an effective tool that many teachers and PTO use as well as social media and websites to communicate with parents and the community. Our school has a website, our system has a website and the majority of our teachers have websites for use as a communication tool. We also have weekly newsletters and our data systems have an option to print letters in Spanish for our EL students.

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)

NLMS encourages parental involvement and open communication in a student's education through parent-teacher conferences, after school tutoring opportunities and the Saturday School Program.

Title I parent workshops will be scheduled to help parents with topics relating to achievement, assessments, technology and other topics identified in Parent Surveys.

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.

Nichols-Lawson Middle School provides opportunities for the parents with limited English proficiency and for parents who have disabilities to participate in their child's education. We can provide almost all forms and information to the parents in Braille if necessary working through a partnership with the Alabama School for Deaf and Blind. We have an EL teacher who is bilingual and able to communicate verbally with Spanish speaking parents when needed. TransAct computer program allows us to translate all written communication into the parents native language and with Google Translate teachers can translate notes received or write quick notes home to parents.

We work with Glenwood to include children in behavioral interventions. Our RTI process now includes students with special needs; we have a speech pathologist on staff and a homebound instructor for those students who need instruction at home.

The building meets the IDEA requirements for students with disabilities and are available for the community to utilize.