

2013-2014 Goals and Plans

Nichols-Lawson Middle School

Sylacauga City Board of Education

Ms. Debbie Barnett, Principal
1550 Talladega Hwy
605 West 4th Street
Sylacauga, AL 35150-1632

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Overview

Plan Name

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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 | All students will be proficient in reading and comprehending literary non-fiction at text complexity in 6th, 7th, and 8th grade. | Objectives: 1 Strategies: 5 Activities: 12 | Academic | \$0 |
| 2 | Nichols-Lawson Middle School students will be at or above grade level in area of Mathematics on STAR, ASPIRE, and EXPLORE State Assessments. | Objectives: 1 Strategies: 4 Activities: 12 | Academic | \$0 |
| 3 | All students will be at or above grade level in Science on Aspire and Explore Assessments. | Objectives: 3 Strategies: 3 Activities: 4 | Academic | \$0 |
| 4 | All students will be proficient in applying accurate language skills when speaking and writing in 6th, 7th, and 8th grade. | Objectives: 1 Strategies: 5 Activities: 12 | Academic | \$0 |
| 5 | All faculty at NLMS will promote and implement AVID strategies into their instructional time. | Objectives: 2 Strategies: 3 Activities: 6 | Organizational | \$0 |
| 6 | All faculty at NLMS will learn how to read and use data as a resource to improve student achievement. | Objectives: 1 Strategies: 1 Activities: 4 | Organizational | \$0 |
| 7 | Increase all students' understanding of the experiences that provide for the study of the ways human beings view themselves over time. | Objectives: 1 Strategies: 4 Activities: 6 | Academic | \$0 |

Goal 1: All students will be proficient in reading and comprehending literary non-fiction at text complexity in 6th, 7th, and 8th grade.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grades 6th-8th in Reading by 05/23/2014 as measured by Aspire and Star Assessments. This objective will be reviewed bi-annually, once in December 2013, and again in May 2013 to ensure the goal is met..

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.

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

| Activity - Vocabulary | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------------|
| Integrate Latin and Greek roots and words into weekly vocabulary | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th Grade English Teachers |

| Activity - Differentiated Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|----------------------------------|
| Use articles and lessons from the Jr. Scholastic, Scope, and Science publications (includes informational, dramas, short stories, current events, Language Skills, etc) KWL, TWIRL, Multiple Intelligences, Blooms Taxonomy Questioning, Think Boxes, Tiering, Nine Best Practices, Think Aloud, Graphic Organizers, Foldables, etc. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th Grade English Teachers |

| Activity - Literature Thought | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------------|
| Use "Literature Thought" anthologies provided by Perfection Learning textbooks (independent as well as modeled reading strategies which dissect the vocabulary as well as various Literary Elements throughout each reading) | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th and 7th Grade Teachers |

| Activity - Strategic Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|----------------------------|
| Annotating Texts, Three Levels of Reading, Compare Visual and Written Texts, Characterization, Post Mortem of a Protagonist, Theme through Character Study, Determine Character through Conflict, Informational Text, Peeling Back the Layers, Body Maps. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 8th Grade English teachers |

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| 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. Use articles and lessons from the magazines Scholastic Scope, Jr. Scholastic, and The New York Times Upfront. Employ the "digging deeper" issues presented in the Literature Thought anthologies. Differentiate all genres of literature via the Prentice Hall Literature textbook, the Glencoe Literature textbook, and the Backpack Readers. 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. | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th grade English teachers |

Strategy 2:

AVID - Students 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.

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

| Activity - Cornell Notes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------------------|
| Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th Grade English Teachers |

| Activity - Philosophical Chairs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|----------------------------------|
| a. Philosophical Chairs is a technique that allows students to critically think, ponder and write their belief. First, the chair in the room should be arranged in the shape of a horseshoe. Then student should come to class with notes taken on an article, short story, essay, or literary selection. After being presented with a statement that will elicit thought and discussion, they should be told they will argue the merits of the statement and that their choice of seat during the discussion will illustrate their stance. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th Grade English Teachers |

| 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 | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th and 8th Grade English Teachers |

Strategy 3:

Bellringers - Bell Ringers can be used to start class, as an in-class activity, or as a homework assignment to introduce a new topic

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

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

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|---|--------------------------|------------|------------|-----|---------------------|--------------------------------|
| Use Bellringers to practice and enhance grammar skills, as well as various Common Core indicators expected to be mastered and introduced in the previous grade. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th Grade English Teachers |
|---|--------------------------|------------|------------|-----|---------------------|--------------------------------|

Strategy 4:

Assessments - The goal of assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, assessments: help students identify their strengths and weaknesses and target areas that need work; help faculty recognize where students are struggling and address problems immediately.

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 exit slips, anticipation guides, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th Grade English Teachers |

| Activity - Analyze Data | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|------------------------------|
| Monitor student reading progress through periodic STAR testing and Accelerated Reading. Analyze the STAR data in order to determine which students need remediation during Success, Saturday School, or RTI. Approve, monitor, and evaluate student book selection and reading comprehension. Introduce the ASPIRE test in both form and content. Use online practice and school-provided materials. Integrate Common Core questioning and answering skills by using the Common Core English Language Arts State Standards practice workbooks. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | All 6th-8th English teachers |

Strategy 5:

Technology - Implement the effective use of the technological equipment that is available for use.

| Activity - Technology Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|--------------------------|
| Use available technology such as Promethean Board, Clickers, Writing Tablet, Elmo, Blog, Facebook, Glogster, CD's and DVD's, Internet, laptops, etc. | Technology | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th English teachers |

Goal 2: Nichols-Lawson Middle School students will be at or above grade level in area of Mathematics on STAR, ASPIRE, and EXPLORE State Assessments.

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Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grades 6-8 in Mathematics by 05/23/2014 as measured by Aspire Assessment. This objective will be reviewed at each STAR benchmarking date to ensure this goal is met. December 2013, March 2014, and May 2014 are the benchmarking periods..

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.

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 | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th Grade Math Teachers |

| Activity - Interactive Notebooks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|-------------------------------|
| Students will take notes, and work out problem in the Interactive Notebook | Technology | 08/26/2013 | 05/23/2014 | \$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 movie clips and their relation to math and in order to provide a connection with a real life experience. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 8th Grade Teachers |

| Activity - Number Talks | 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 | 08/26/2013 | 05/23/2014 | \$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 on important objectives like Pythagorean Theorem. Students will use a choice board to determine assignments on graphing linear equations. Students will use task cards at stations to review material presented in class on linear equations and functions. | Other | 08/26/2013 | 05/23/2014 | \$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

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

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

| Activity - Cornell Notes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------------|
| Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th math teachers |

| 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 | 08/26/2013 | 05/23/2014 | \$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.

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 | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th math teachers |

| Activity - Math Lab | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Computer Based remediation program allotted for students who struggle in Math. These students are able to do math, where interactive games, pictures, clips, etc are there as motivation. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | Math Lab Instructional Assistant and 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. | Tutoring | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th math teachers |

Strategy 4:

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

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

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; turn in a research proposal for early feedback. | Other | 08/23/2013 | 05/23/2014 | \$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 do a Graphing Project graded with a rubric. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 8th math teachers |

Goal 3: All students will be at or above grade level in Science on Aspire and Explore Assessments.

Measurable Objective 1:

78% of Sixth and Seventh grade students will demonstrate a proficiency in 6th and 7th grade in Science by 05/23/2014 as measured by Aspire Assessment. This objective will be reviewed monthly in departmental meetings after school. Data will be collected from the semester exam in December 2013, and May 2013..

(shared) 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.

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

| Activity - LAB Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------|
| Students get to conduct hands-on science experiments during classroom instructional time. Teachers will model how to effectively use the Scientific method. Many different labs that provide real life experiences for students in order to enhance the effectiveness of the lessons. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th science teachers |

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

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|---|-------|------------|------------|-----|---------------------|------------------------------|
| Project Based Learning will be used to reinforce student knowledge of the standards tested for on the Aspire Science Assessment. Students will design and analyze earthquake resistant structures. Students will construct Plant or Animal cell, labeling all organelles. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th and 7th Science Teachers |
|---|-------|------------|------------|-----|---------------------|------------------------------|

Measurable Objective 2:

80% of Eighth grade students will demonstrate a proficiency in Science on the Aspire and score a cumulative score of 18 on Science portion of Explore. in Science by 05/23/2014 as measured by Explore. This objective will be reviewed monthly in departmental meetings. Then, data will be collected to measure progress by the Science semester exam results in December 2013, and May 2014..

(shared) Strategy 1:

Essential Questions - Explore 'style' sample questions will be used during daily lessons. These questions will become the essential questions in the lessons that are taught. Teachers will model effective methods for dissecting and correctly answering questions that require students to think analytically.

Research Cited: 6th-8th science teachers

| Activity - Bellringers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------------|
| Explore based questions will be used as bell ringers and lesson "starters". These Bellringers will be used to practice and enhance Science skills, as well as various Common Core indicators expected to be mastered and introduced in the previous grade. | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th science teachers |

(shared) 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.

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

| Activity - Cornell Notes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|------------------------------|
| Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th and 8th science teachers |

Measurable Objective 3:

80% of Sixth grade students will demonstrate a proficiency on the Scientific Method and Earth Science portions in Science by 10/31/2014 as measured by Explore.

(shared) Strategy 1:

Essential Questions - Explore 'style' sample questions will be used during daily lessons. These questions will become the essential questions in the lessons that are taught. Teachers will model effective methods for dissecting and correctly answering questions that require students to think analytically.

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Research Cited: 6th-8th science teachers

| Activity - Bellringers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------------|
| Explore based questions will be used as bell ringers and lesson "starters". These Bellringers will be used to practice and enhance Science skills, as well as various Common Core indicators expected to be mastered and introduced in the previous grade. | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th science teachers |

(shared) Strategy 2:

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.

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

| Activity - LAB Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------|
| Students get to conduct hands-on science experiments during classroom instructional time. Teachers will model how to effectively use the Scientific method. Many different labs that provide real life experiences for students in order to enhance the effectiveness of the lessons. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th science teachers |

| Activity - Projects | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|------------------------------|
| Project Based Learning will be used to reinforce student knowledge of the standards tested for on the Aspire Science Assessment. Students will design and analyze earthquake resistant structures. Students will construct Plant or Animal cell, labeling all organelles. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th and 7th Science Teachers |

(shared) Strategy 3:

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.

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

| Activity - Cornell Notes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|------------------------------|
| Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th and 8th science teachers |

Goal 4: All students will be proficient in applying accurate language skills when speaking and writing in 6th, 7th, and 8th grade.

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Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grades 6-8 in English Language Arts by 05/23/2014 as measured by ASPIRE assessment. This objective will be reviewed at the benchmarking periods in December 2013, March 2014, and May 2014 to ensure the objective is met..

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.

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

| Activity - Vocabulary | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------------|
| Integrate Latin and Greek roots and words into weekly vocabulary | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th Grade English Teachers |

| Activity - Differentiated Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|--------------------------------|
| Use articles and lessons from the Jr. Scholastic, Scope, and Science publications (includes informational, dramas, short stories, current events, Language Skills, etc) | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th Grade English Teachers |

| Activity - Literature Thought | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|----------------------------|
| Use "Literature Thought" anthologies provided by Perfection Learning textbooks (independent as well as modeled reading strategies which dissect the vocabulary as well as various Literary Elements throughout each reading) | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th and 7th Grade Teachers |

| Activity - Summarizing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|----------------------------|
| Write summaries based on informational text previously read and then present orally in small and large groups | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th Grade English Teachers |

| Activity - Common Core Standards | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|----------------------------|
| Practice and enhance grammar and writing skills as indicated by the Common Core Standards. Practice grammar and writing via exercises from both the Glencoe Writer's Choice textbook and workbook. Practice grammar and writing via exercises from the Writing with Power textbook. Connect writing to reading via summaries, critiques, compositions, and editorials, etc. Use authentic-learning materials such as newspapers, magazines, the Internet, etc. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th English teachers |

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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.

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

| Activity - Philosophical Chairs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------------|
| a. Philosophical Chairs is a technique that allows students to critically think, ponder and write their belief. First, the chair in the room should be arranged in the shape of a horseshoe. Then student should come to class with notes taken on an article, short story, essay, or literary selection. After being presented with a statement that will elicit thought and discussion, they should be told they will argue the merits of the statement and that their choice of seat during the discussion will illustrate their stance. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th Grade English Teachers |

| Activity - Cornell Notes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--------------------------------|
| Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th Grade English Teachers |

| Activity - AVID Binder | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|------------------------------------|
| Keep a continuously running notebook/binder of Language skills and practice so that a systematic approach to learning grammar may be mastered | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th and 8th Grade English Teachers |

Strategy 3:

Bellringers - Bell Ringers can be used to start class, as an in-class activity, or as a homework assignment to introduce a new topic.

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

| Activity - Bellringers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|--------------------------------|
| Use Bellringers to practice and enhance grammar skills, as well as various Common Core indicators expected to be mastered and introduced in the previous grade. | Other | 08/26/2013 | 05/01/2014 | \$0 | No Funding Required | 6th-8th Grade English Teachers |

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.

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

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| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------------------|
| Utilize exit slips, anticipation guides, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. Additionally, 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; turn in a research proposal for early feedback. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th Grade English Teaches |

| Activity - Summative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|--------------------------------|
| Give Pre-Tests and Post-Tests for each grammar unit. Formally evaluate student writing (compositions, summaries, paragraphs, sentence structure, etc). Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th-8th Grade English Teachers |

Strategy 5:

Strategic Teaching/Differentiated Instruction - Use Strategic Teaching strategies, differentiated instruction, and formative evaluations as a means to meet the needs of a diverse population. Teachers will use a variety of hands-on activities, strategies that connects students to prior knowledge, instruction that is linked with real-life experiences.

| Activity - Strategic Teaching/Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|----------------------------|
| Students will learn Sentence Composing, Sentence Variation, Phrases and Clauses, Syntax, Poetry of Phrases, Active/Passive Voice, Thesis Statements, etc. by the utilization of KWL, TWIRL, Multiple Intelligences, Blooms Taxonomy Questioning, Think Boxes, Tiering, Nine Best Practices, Think Aloud, Graphic Organizers, Foldables, etc. Lessons plans will be prepared and incorporate a variety of learning activities for the diverse learning population. Before” activities: Quick Write, Anticipation Guide, Word Splash, Gallery Walk, Chalk Talk, Preview and Predict, etc. “During” activities: Reciprocal teaching, FQR, GIST, Turn and Talk, Gallery Walk, Say Something, Chalk Talk, Think-Pair-Share, Concept Map, Carousel Brainstorm, etc. “After” activities: Exit Slip, 3-2-1, Gallery Walk, FQR, 3 keepers, Final Word, etc. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th English teachers |

Goal 5: All faculty at NLMS will promote and implement AVID strategies into their instructional time.

Measurable Objective 1:

collaborate to effectively teach students how to take Cornell Notes by 05/23/2014 as measured by walkthroughs, student samples, and student understanding in 6th-8th grade classes. This objective will be reviewed twice a month at the AVID meetings that are held every 2nd and 4th Monday. .

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(shared) Strategy 1:

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.

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

| Activity - Cornell Notes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | All teachers |
| Activity - Essential Question | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will display and use essential questions daily in their classrooms, sometimes in the form of bellringers. Administrator will check for the use of essential questions. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th Grade Teachers |
| Activity - Binders | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Binders will be purchased for all 6th and 8th grade AVID students. These binders are used as a systematic approach to organization and achievement as organizational tools . | Other | 07/22/2013 | 08/26/2013 | \$0 | No Funding Required | Curriculum Coordinator purchased binders, and Teachers will model how to effectively use them to stay organized. |
| Activity - Agendas | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All students will be required to use the agenda daily in all classes. Students can write down homework assignments, teachers can communicate with parents, and parents can communicate with teachers by way of agendas. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | All teachers. |

Measurable Objective 2:

collaborate to function successfully as a site team by 05/23/2014 as measured by walkthroughs, artifacts, and classroom samples. This objective will be reviewed twice a month at the AVID meetings that are held on the 2nd and 4th Monday..

(shared) Strategy 1:

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.

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

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| Activity - Cornell Notes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | All teachers |

| Activity - Essential Question | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers will display and use essential questions daily in their classrooms, sometimes in the form of bellringers. Administrator will check for the use of essential questions. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th Grade Teachers |

| Activity - Binders | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|--|
| Binders will be purchased for all 6th and 8th grade AVID students. These binders are used as a systematic approach to organization and achievement as organizational tools . | Other | 07/22/2013 | 08/26/2013 | \$0 | No Funding Required | Curriculum Coordinator purchased binders, and Teachers will model how to effectively use them to stay organized. |

| Activity - Agendas | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|-------------------|
| All students will be required to use the agenda daily in all classes. Students can write down homework assignments, teachers can communicate with parents, and parents can communicate with teachers by way of agendas. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | All teachers. |

Strategy 2:

Meeting - We will meet regularly as a site team. We will have on-going faculty training.

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

| Activity - Meeting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---------------------|
| We will meet every 2nd and 4th Monday at 2:45 until 3:30. We will meet during the month of September for 1/2 day. We will present strategies to the faculty and staff at faculty meetings on professional development days and during regular monthly faculty meetings. | Professional Learning | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | AVID trained staff. |

Strategy 3:

PROMOTION of AVID - Make AVID visible in the school and community to gain support and buy-in from all stakeholders.

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

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| Activity - Promotion of AVID | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|---------------------|---------------------------------|
| We will purchase AVID bracelets. Create AVID bulletin boards. Promotion of AVID during assemblies and other school events. Promotion of AVID at district board meetings. | Community Engagement | 08/26/2013 | 12/20/2013 | \$0 | No Funding Required | All teachers and administrators |

Goal 6: All faculty at NLMS will learn how to read and use data as a resource to improve student achievement.

Measurable Objective 1:

collaborate to learn how to effectively implement the information provide by school-wide data to improve student achievement by 05/23/2014 as measured by Walkthroughs, artifacts, and classroom samples. This objective will be reviewed in the monthly data meetings. .

Strategy 1:

Meeting - Faculty meetings, leadership team meeting, departmental meetings, and grade-level meeting.

| Activity - Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|------------------------|
| Faculty members will meet monthly in faculty meetings where we will use some time to look at data. There will be regular departmental meetings on Fridays, and grade-level meetings will also be held as a follow-up to faculty meetings. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | All faculty and staff. |

| Activity - Data Wall | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|---------------------------------|
| Faculty members will designate one area in the school as a data meeting area. This area will have school-wide data posted on the wall for easy access, in order for faculty member to collaborate effectively and develop strategies to suit the needs that the data entails. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | All teachers and administrators |

| Activity - Curriculum Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-----------------------------|
| The science teachers will use data from the STAR benchmark assessments as a strategy to increase students understanding and comprehension of graphs interpretation. Every student will have his or her own data folder, and learn to chart his or her growth throughout the year. | Academic Support Program | 10/20/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th Science teachers. |

| Activity - Curriculum Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------|------------|------------|-----|---------------------|----------------------------|
| History teachers will use data from daily and monthly attendance in their classroom to develop charts and graphs for interpretation and understanding. Students will chart, and discuss their findings among their peers. The results will be posted for all students to observe. | Academic Support Program | 10/18/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th History Teachers |
|---|--------------------------|------------|------------|-----|---------------------|----------------------------|

Goal 7: Increase all students' understanding of the experiences that provide for the study of the ways human beings view themselves over time.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency that together define the skills and understandings of the experiences that provide for the study of the ways human beings view themselves over time in Social Studies by 05/23/2014 as measured by STAR and Explore. This will be reviewed in the monthly departmental meetings, and measured at bi-annually. Once in December 2013, and again in May 2013 by semester exams..

Strategy 1:

Writing Oral History - Interviewing someone who has experienced an historical event or era can provide students with an interesting account of the past. This can often bring new and varied perspectives to students' understanding of history.

| Activity - Interviewing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|----------------------|
| Assign or allow students to choose a person of interest or an important figure from the current historical period being studied. Conduct a mock interview of this person by formulating questions and presenting information gained through research since these people are no longer living. Questions should reveal background information, personal information, why they are important, their contributions to history, interesting facts, and their impact on the student's life, if any. Interview information can be in written form – interview style – Facebook format, a powerpoint, interview enactment, a song or poem, video, or any other pre-approved method. Include a reflection of the interview. What was learned about the interviewee? What is the student's personal opinion of the interviewee? What surprised or interested them the most? What has the interviewee done that directly or indirectly affects the student? This can be in a Thank You note style, paragraph form, etc. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 8th history 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.

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

| Activity - Cornell Notes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------------|------------|------------|-----|---------------------|----------------------------|
| Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th History Teachers |
|--|--------------------------|------------|------------|-----|---------------------|----------------------------|

| Activity - Philosophical Chairs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|----------------------|
| a. Philosophical Chairs is a technique that allows students to critically think, ponder and write their belief. First, the chair in the room should be arranged in the shape of a horseshoe. Then student should come to class with notes taken on an article, short story, essay, or literary selection. After being presented with a statement that will elicit thought and discussion, they should be told they will argue the merits of the statement and that their choice of seat during the discussion will illustrate their stance. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th History Teachers |

Strategy 3:

Pre-Advance 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.

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

| Activity - Rigorous Texts | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------------|
| Expand on various types of rigorous text excerpts and articles, and develop rigorous activities for informational text | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th History teachers |

Strategy 4:

Assessments - The goal of assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, assessments: help students identify their strengths and weaknesses and target areas that need work; help faculty recognize where students are struggling and address problems immediately. Additionally, assessments are generally low stakes, which means that they have low or no point value. draw a concept map in class to represent their understanding of a topic

| Activity - Formative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|----------------------------|
| 1. Utilize exit slips, anticipation guides, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. 2. Draw a concept map in class to represent their understanding of a topic; submit one or two sentences identifying the main point of a lecture; turn in a research proposal for early feedback. | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 6th - 8th History teachers |

| Activity - Summative Assessments | 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 | Other | 08/26/2013 | 05/23/2014 | \$0 | No Funding Required | 8th grade teachers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|--|--------------------------|------------|------------|-------------------|--|
| Philosophical Chairs | a. Philosophical Chairs is a technique that allows students to critically think, ponder and write their belief. First, the chair in the room should be arranged in the shape of a horseshoe. Then student should come to class with notes taken on an article, short story, essay, or literary selection. After being presented with a statement that will elicit thought and discussion, they should be told they will argue the merits of the statement and that their choice of seat during the discussion will illustrate their stance. | Other | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th Grade English Teachers |
| Math Lab | Computer Based remediation program allotted for students who struggle in Math. These students are able to do math, where interactive games, pictures, clips, etc are there as motivation. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | Math Lab Instructional Assistant and 6th - 8th Math teachers |
| Rigorous Literature | Analyze, evaluate, and compare various types of rigorous text excerpts and articles. Use articles and lessons from the magazines Scholastic Scope, Jr. Scholastic, and The New York Times Upfront. Employ the "digging deeper" issues presented in the Literature Thought anthologies. Differentiate all genres of literature via the Prentice Hall Literature textbook, the Glencoe Literature textbook, and the Backpack Readers. 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. | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th grade English teachers |
| Rigorous Texts | Expand on various types of rigorous text excerpts and articles, and develop rigorous activities for informational text | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th History teachers |
| AVID Binder | Keep a continuously running notebook/binder of Language skills and practice so that a systematic approach to learning grammar may be mastered | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th and 8th Grade English Teachers |
| Curriculum Implementation | The science teachers will use data from the STAR benchmark assessments as a strategy to increase students understanding and comprehension of graphs interpretation. Every student will have his or her own data folder, and learn to chart his or her growth throughout the year. | Academic Support Program | 10/20/2013 | 05/23/2014 | \$0 | 6th - 8th Science teachers. |

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|-----------------------|---|--------------------------|------------|------------|-----|------------------------------------|
| 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 | 08/26/2013 | 05/23/2014 | \$0 | 8th math teachers |
| Cornell Notes | Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th math teachers |
| Common Core Standards | Practice and enhance grammar and writing skills as indicated by the Common Core Standards. Practice grammar and writing via exercises from both the Glencoe Writer's Choice textbook and workbook. Practice grammar and writing via exercises from the Writing with Power textbook. Connect writing to reading via summaries, critiques, compositions, and editorials, etc. Use authentic-learning materials such as newspapers, magazines, the Internet, etc. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th English teachers |
| Interactive Notebooks | Students will take notes, and work out problem in the Interactive Notebook | Technology | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th grade Math teachers |
| Summative Assessment | Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research. Students will do a Graphing Project graded with a rubric. | Other | 08/26/2013 | 05/23/2014 | \$0 | 8th math teachers |
| Philosophical Chairs | a. Philosophical Chairs is a technique that allows students to critically think, ponder and write their belief. First, the chair in the room should be arranged in the shape of a horseshoe. Then student should come to class with notes taken on an article, short story, essay, or literary selection. After being presented with a statement that will elicit thought and discussion, they should be told they will argue the merits of the statement and that their choice of seat during the discussion will illustrate their stance. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th History Teachers |
| Bellringers | Use Bellringers to practice and enhance grammar skills, as well as various Common Core indicators expected to be mastered and introduced in the previous grade. | Other | 08/26/2013 | 05/01/2014 | \$0 | 6th-8th Grade English Teachers |
| 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 | 08/26/2013 | 05/23/2014 | \$0 | 6th and 8th Grade English Teachers |
| Vocabulary | Integrate Latin and Greek roots and words into weekly vocabulary | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | 6th Grade English Teachers |
| Strategic Teaching | Annotating Texts, Three Levels of Reading, Compare Visual and Written Texts, Characterization, Post Mortem of a Protagonist, Theme through Character Study, Determine Character through Conflict, Informational Text, Peeling Back the Layers, Body Maps. | Other | 08/26/2013 | 05/23/2014 | \$0 | 8th Grade English teachers |

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| | | | | | | |
|---|---|--------------------------|------------|------------|-----|---------------------------------|
| Cornell Notes | Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th History Teachers |
| Media Clips | Students will watch and discuss movie clips and their relation to math and in order to provide a connection with a real life experience. | Other | 08/26/2013 | 05/23/2014 | \$0 | 8th Grade Teachers |
| Strategic Teaching/Differentiated Instruction | Students will learn Sentence Composing, Sentence Variation, Phrases and Clauses, Syntax, Poetry of Phrases, Active/Passive Voice, Thesis Statements, etc. by the utilization of KWL, TWIRL, Multiple Intelligences, Blooms Taxonomy Questioning, Think Boxes, Tiering, Nine Best Practices, Think Aloud, Graphic Organizers, Foldables, etc. Lessons plans will be prepared and incorporate a variety of learning activities for the diverse learning population. Before activities: Quick Write, Anticipation Guide, Word Splash, Gallery Walk, Chalk Talk, Preview and Predict, etc. During activities: Reciprocal teaching, FQR, GIST, Turn and Talk, Gallery Walk, Say Something, Chalk Talk, Think-Pair-Share, Concept Map, Carousel Brainstorm, etc. After activities: Exit Slip, 3-2-1, Gallery Walk, FQR, 3 keepers, Final Word, etc. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th English teachers |
| Promotion of AVID | We will purchase AVID bracelets. Create AVID bulletin boards. Promotion of AVID during assemblies and other school events. Promotion of AVID at district board meetings. | Community Engagement | 08/26/2013 | 12/20/2013 | \$0 | All teachers and administrators |
| Formative Assessments | Utilize exit slips, anticipation guides, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. Additionally, 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; turn in a research proposal for early feedback. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th Grade English Teaches |
| Bellringer | Use Bellringers to practice and enhance grammar skills, as well as various Common Core indicators expected to be mastered and introduced in the previous grade. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th Grade English Teachers |
| Literature Thought | Use "Literature Thought" anthologies provided by Perfection Learning textbooks (independent as well as modeled reading strategies which dissect the vocabulary as well as various Literary Elements throughout each reading) | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | 6th and 7th Grade Teachers |
| Tutoring | After school tutoring in math is offered to any student. | Tutoring | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th math teachers |
| Literature Thought | Use "Literature Thought" anthologies provided by Perfection Learning textbooks (independent as well as modeled reading strategies which dissect the vocabulary as well as various Literary Elements throughout each reading) | Other | 08/26/2013 | 05/23/2014 | \$0 | 6th and 7th Grade Teachers |
| Formative Assessments | Utilize exit slips, anticipation guides, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th Grade English Teaches |

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|---------------------------|--|--------------------------|------------|------------|-----|------------------------------|
| Essential Question | Teachers will display and use essential questions daily in their classrooms, sometimes in the form of bellringers. Administrator will check for the use of essential questions. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th Grade Teachers |
| Curriculum Implementation | History teachers will use data from daily and monthly attendance in their classroom to develop charts and graphs for interpretation and understanding. Students will chart, and discuss their findings among their peers. The results will be posted for all students to observe. | Academic Support Program | 10/18/2013 | 05/23/2014 | \$0 | 6th - 8th History Teachers |
| Projects | Project Based Learning will be used to reinforce student knowledge of the standards tested for on the Aspire Science Assessment. Students will design and analyze earthquake resistant structures. Students will construct Plant or Animal cell, labeling all organelles. | Other | 08/26/2013 | 05/23/2014 | \$0 | 6th and 7th Science Teachers |
| Summarizing | Write summaries based on informational text previously read and then present orally in small and large groups | Other | 08/26/2013 | 05/23/2014 | \$0 | 6th Grade English Teachers |
| Number Talks | 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 | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th math teachers |
| LAB Activities | Students get to conduct hands-on science experiments during classroom instructional time. Teachers will model how to effectively use the Scientific method. Many different labs that provide real life experiences for students in order to enhance the effectiveness of the lessons. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th science teachers |
| Cornell Notes | Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | All teachers |
| Analyze Data | Monitor student reading progress through periodic STAR testing and Accelerated Reading. Analyze the STAR data in order to determine which students need remediation during Success, Saturday School, or RTI. Approve, monitor, and evaluate student book selection and reading comprehension. Introduce the ASPIRE test in both form and content. Use online practice and school-provided materials. Integrate Common Core questioning and answering skills by using the Common Core English Language Arts State Standards practice workbooks. | Other | 08/26/2013 | 05/23/2014 | \$0 | All 6th-8th English teachers |

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| | | | | | | |
|---------------------------|---|--------------------------|------------|------------|-----|----------------------------------|
| Interviewing | Assign or allow students to choose a person of interest or an important figure from the current historical period being studied. Conduct a mock interview of this person by formulating questions and presenting information gained through research since these people are no longer living. Questions should reveal background information, personal information, why they are important, their contributions to history, interesting facts, and their impact on the student's life, if any. Interview information can be in written form – interview style – Facebook format, a powerpoint, interview enactment, a song or poem, video, or any other pre-approved method. Include a reflection of the interview. What was learned about the interviewee? What is the student's personal opinion of the interviewee? What surprised or interested them the most? What has the interviewee done that directly or indirectly affects the student? This can be in a Thank You note style, paragraph form, etc. | Other | 08/26/2013 | 05/23/2014 | \$0 | 8th history teachers |
| Vocabulary | Integrate Latin and Greek roots and words into weekly vocabulary | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | 6th Grade English Teachers |
| Cornell Notes | Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th and 8th science teachers |
| Cornell Notes | Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th Grade English Teachers |
| Technology Implementation | Use available technology such as Promethean Board, Clickers, Writing Tablet, Elmo, Blog, Farcebook, Glogster, CD's and DVD's, Internet, laptops, etc. | Technology | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th English teachers |
| Data Wall | Faculty members will designate one area in the school as a data meeting area. This area will have school-wide data posted on the wall for easy access, in order for faculty member to collaborate effectively and develop strategies to suit the needs that the data entails. | Other | 08/26/2013 | 05/23/2014 | \$0 | All teachers and administrators |
| Philosophical Chairs | a. Philosophical Chairs is a technique that allows students to critically think, ponder and write their belief. First, the chair in the room should be arranged in the shape of a horseshoe. Then student should come to class with notes taken on an article, short story, essay, or literary selection. After being presented with a statement that will elicit thought and discussion, they should be told they will argue the merits of the statement and that their choice of seat during the discussion will illustrate their stance. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th Grade English Teachers |

2013-2014 Goals and Plans

Nichols-Lawson Middle School

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| Formative Assessments | 1. Utilize exit slips, anticipation guides, think-pair-share, foldables, and graphic organizers to determine student comprehension of text. 2. Draw a concept map in class to represent their understanding of a topic; submit one or two sentences identifying the main point of a lecture; turn in a research proposal for early feedback. | Other | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th History teachers |
| Bellringers | Explore based questions will be used as bell ringers and lesson "starters". These Bellringers will be used to practice and enhance Science skills, as well as various Common Core indicators expected to be mastered and introduced in the previous grade. | Direct Instruction | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th science 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 | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th math 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; turn in a research proposal for early feedback. | Other | 08/23/2013 | 05/23/2014 | \$0 | 6th-8th math teachers |
| Summative Assessments | Give Pre-Tests and Post-Tests for each grammar unit. Formally evaluate student writing (compositions, summaries, paragraphs, sentence structure, etc). Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research | Other | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th Grade English Teachers |
| Meetings | Faculty members will meet monthly in faculty meetings where we will use some time to look at data. There will be regular departmental meetings on Fridays, and grade-level meetings will also be held as a follow-up to faculty meetings. | Other | 08/26/2013 | 05/23/2014 | \$0 | All faculty and staff. |
| Meeting | We will meet every 2nd and 4th Monday at 2:45 until 3:30. We will meet during the month of September for 1/2 day. We will present strategies to the faculty and staff at faculty meetings on professional development days and during regular monthly faculty meetings. | Professional Learning | 08/26/2013 | 05/23/2014 | \$0 | AVID trained staff. |
| Agendas | All students will be required to use the agenda daily in all classes. Students can write down homework assignments, teachers can communicate with parents, and parents can communicate with teachers by way of agendas. | Other | 08/26/2013 | 05/23/2014 | \$0 | All teachers. |
| Strategic Teaching | Students will create and use models on important objectives like Pythagorean Theorem. Students will use a choice board to determine assignments on graphing linear equations. Students will use task cards at stations to review material presented in class on linear equations and functions. | Other | 08/26/2013 | 05/23/2014 | \$0 | 8th math teachers |

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| Differentiated Resources | Use articles and lessons from the Jr. Scholastic, Scope, and Science publications (includes informational, dramas, short stories, current events, Language Skills, etc) | Other | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th Grade English Teachers |
| Cornell Notes | Students take detailed notes from class lectures and texts in a wide right-hand margin and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th-8th Grade English Teachers |
| Math Vocabulary | These include word walls, graphic organizers, writing assignments, illustrations, and foldables. | Academic Support Program | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th Grade Math Teachers |
| Summative Assessments | Conduct short research projects by utilizing literary or informative text to support analysis, reflection, and research | Other | 08/26/2013 | 05/23/2014 | \$0 | 8th grade teachers |
| Binders | Binders will be purchased for all 6th and 8th grade AVID students. These binders are used as a systematic approach to organization and achievement as organizational tools . | Other | 07/22/2013 | 08/26/2013 | \$0 | Curriculum Coordinator purchased binders, and Teachers will model how to effectively use them to stay organized. |
| Differentiated Resources | Use articles and lessons from the Jr. Scholastic, Scope, and Science publications (includes informational, dramas, short stories, current events, Language Skills, etc) KWL, TWIRL, Multiple Intelligences, Blooms Taxonomy Questioning, Think Boxes, Tiering, Nine Best Practices, Think Aloud, Graphic Organizers, Foldables, etc. | Other | 08/26/2013 | 05/23/2014 | \$0 | 6th - 8th Grade English Teachers |
| Total | | | | | \$0 | |