ACIP

Slocomb Middle School

Geneva County Board of Education

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TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

16-17 School Improvement Plan

Stakeholder Feedback Diagnostic

Title I Schoolwide Diagnostic

Coordination of Resources - Comprehensive Budget

Strategies to Increase Parental Involvement

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?

Slocomb Middle School is located in Slocomb, Alabama, one of 9 schools in the the Geneva County school district. Slocomb Middle School is located in the southeast corner of the state about 15 miles from Dothan, Alabama and 20 miles from the Florida state line. The student population is made up of students, 6th-8th grade, consisting of 11% percent African American, 80% Caucasian, and 7.94% Hispanic, .36% American Indian, 1.08% Multi-Race. The faculty and staff are, for the most part, veteran teachers with very few teachers having less than 5 years experience. The local economy is mostly agricultural. Many people in the community commute to work in larger cities such as Dothan, Ft. Rucker, and Enterprise, Alabama. The majority of land is used for agricultural purposes and there is a small tax base. Therefore, the school operates with limited local school funds. Approximately 3% of the students at Slocomb Middle School are migrant students. Most all of these are Hispanic and many speak Spanish as the primary language in the home.

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 purpose of Slocomb Middle School is to serve the community by providing the best possible education for each individual student to succeed. The mission of the Geneva County School System in partnership with parents and community is to educate all students in a safe, supportive, challenging environment where students can learn to be responsible and productive citizens of a culturally diverse society. The stakeholders of SLMS share the belief that every student can learn. Expectations of students are high at SLMS and are outlined through student/parent/school educational learning compacts at the beginning of each school-year and reinforced daily through the normal operations of the school.

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.

Slocomb Middle School scored at the national level or 1 point below the national level in each category on the ACT Aspire at each grade level. The percentage of students in the "Ready" category on the ACT Aspire Test have increased each year. The curriculum is based solely on a standards based platform, incorporating all tenets of the Alabama College and Career Ready Standards. Teachers have demonstrated the desire to use the most effective instructional strategies by participating in state and local instructional design initiatives.   The long term improvements of Slocomb Middle School are to increase the use of research-based instructional strategies through daily lessons and student activities. By relating these strategies to real world experiences, students will be able to become learners who use higher order thinking skills to navigate real-world problems. SLMS has added elective courses to the regular scheduled day that include Art, Drama, Choir, Technology, Typing, Global Studies, and Media Production. SLMS has also added intervention classes as part of the regular schedule to help students who are struggling.

Additional Information

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

No additional information.

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.

At the Title I Parent Meeting we requested that parents provide their contact information if they were interested in serving on special committees. Parents provided information concerning their special skill sets and the Title I Leadership Team made nominations from this information for each committee. Information is shared with stakeholders via email and webpage. Meetings are scheduled bi-monthly during two different time periods for stakeholder convenience.

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

Teachers, parents, business owners, and students have equal representation. Each member shares the responsibility of contributing ideas and suggestions for improvements. Special assignments are assigned during the meetings and the individual returns the information at the follow up meeting. Committee consensus moves the process.

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 improvement plan is available on the school website and hard copies are available in the school office. The school improvement goals are updated at each meeting. Achievements are communicated via school websites and other social media tools.

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		SLMS 2016 Aspire Scores

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

6th Grade Math
7th Grade Reading
7th Grade Science

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

6th Grade Math scored well above the National Average in Math.
7th Grade Reading and Science have shown a positive trend in performance.

Which area(s) indicate the overall highest performance?

6th Grade Math locally.

The National Percentile Rank for the 7th Grade in the areas of Reading, Science, and Math are higher than the other grades at Slocomb Middle School.

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

Grade 7 shows increasing progress with text complexity.
Grade 7 shows a trend toward increasing performance in Science and Math.

Between which subgroups is the achievement gap closing?

The Hispanic subgroup and the total student population.

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

All reports are closely related to other progress monitoring tools used by Slocomb Middle School.

Areas in Need of Improvement

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

Overall Science with 83 students scoring in the Need of Support category would be the lowest level of performance at Slocomb Middle School.

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

STEM Classes for College in Career Readiness with Grade 6-7 at 64% below the ACT Readiness mark and 8th Grade at the 75% below is a negative trend. Text Complexity in Grades 6,8 at 64% below the ACT Readiness mark is a negative trend in performance at Slocomb Middle School.

Which area(s) indicate the overall lowest performance?

Nationally 8th Grade Reading is the lowest overall performance data at Slocomb Middle School.

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

The performance of the Male population in all 3 grades indicates low performance.

Between which subgroups is the achievement gap becoming greater?

Males and females.

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

All findings are closely related to other progress monitoring tools by Slocomb Middle School.

Report Summary

Scores By Section

Section Score

| | | 1 | | 2 | | 3 | | 4 |

Evaluative Criteria and Rubrics

4
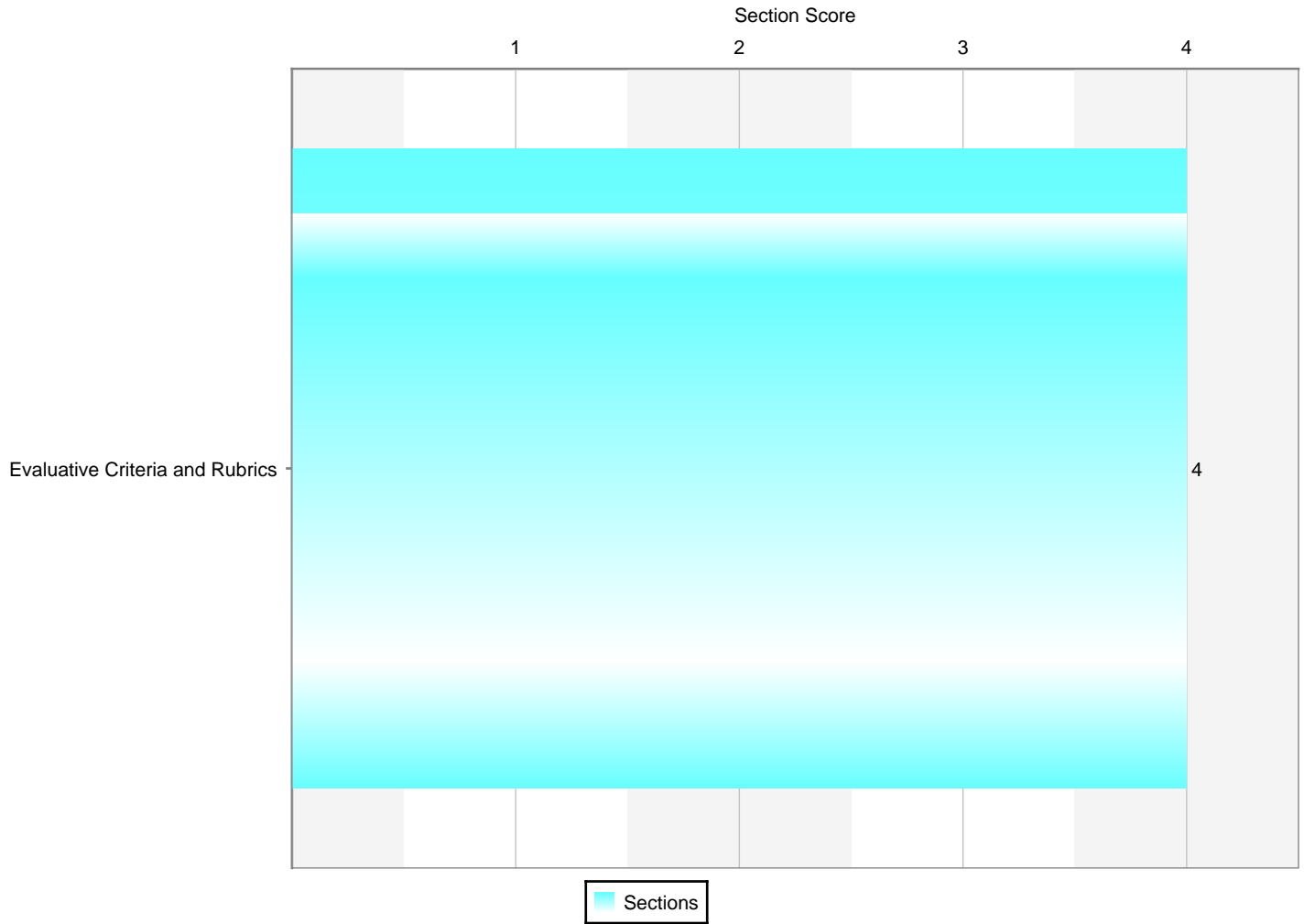
Sections

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	Zeb Brown - Principal Michelle Strickland - Guidance Counselor Barbara Greathouse - Geneva County Curriculum Coordinator Kellie Smith - School Improvement Chairman, English Teacher Casey Benton - 6th Grade Teacher Carla Clay - Special Education Hatcher - Student Government President	

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		Equal Opportunity

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	Becky Birdsong	Employment Requirements

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		GCBOE Parental Involvement Policy

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

16-17 School Improvement Plan

Overview

Plan Name

16-17 School Improvement Plan

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	16-17: Students will increase reading proficiency at Slocomb Middle School.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
2	16-17: Students will increase math proficiency at Slocomb Middle School.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
3	16-17: Students will improve their progress with text complexity.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	16-17: Students at Slocomb Middle School will receive instruction based on Alabama College and Career Ready Standards.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
5	16-17: Student learning will be increased through the use of technology.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$18000
6	16-17: Students will increase their proficiency in STEM related courses.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$5150

Goal 1: 16-17: Students will increase reading proficiency at Slocomb Middle School.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Reading by 05/26/2017 as measured by the ACT Aspire Reading Assessment .

Strategy 1:

LDC Strategies - The Literacy Design Collaborative (LDC) 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.

The LDC tools were designed by teachers, for teachers as a way to prepare students for the literacy demands of college and careers. They have been tested by thousands of educators. The teaching methods are now expanding to wider networks of teachers, schools and districts working together to develop and share assignments and modules.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/literacy

Activity - LDC Turnaround Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LDC Coach will deliver quality professional development for the entire faculty and staff of Slocomb Middle School.	Professional Learning	08/04/2016	05/26/2017	$0	No Funding Required	LDC Coach

Strategy 2:

Reading Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Rutledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction based on student deficiencies that will enable students to become more independent and proficient readers.	Academic Support Program	08/04/2016	05/26/2017	$0	No Funding Required	Intervention Teachers

Goal 2: 16-17: Students will increase math proficiency at Slocomb Middle School.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Mathematics by 05/26/2017 as measured by the ACT Aspire Mathematics Assessment .

Strategy 1:

MDC Strategies - The Mathematics Design Collaborative provides teachers not with a math curriculum but with teaching tools called formative assessment lessons —

to help them know if their students truly understand the college- and career-readiness math standards they have been taught. Teachers learn to adapt assignments to

embed the standards and engage students so that they understand not only the hows of math, but also the whys.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/mathematics

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

Formative Assessment Lessons The underlying strategy is to enable students to understand math concepts and how to put them to use – learning that is often lost when individual procedural skills are the only focus of teaching. FALs follow a common structure: Teachers give students an initial assessment task. This gives teachers a sense of their students' grasp of the math skills and concepts. Students immerse themselves in the assessment task through collaborative activities. They work in small groups, engage in discussion and learn from one another. Teachers ask feedback questions to move students forward as they unravel the problems – but they do not give them step-by-step procedures to solve them. A whole-class discussion pulls the lesson together, strengthening students' understanding of the math concepts and allowing teachers deeper insights into their students' learning gaps. Teachers provide structure and feedback for students to discuss the mathematics and allow students to learn from one another. Students return to the initial task to redo the assessment. They apply what they have learned, and students' work provides teachers feedback on the effectiveness of the instruction.	Direct Instruction, Academic Support Program	08/04/2016	05/26/2017	$0	No Funding Required	Math Teachers

Strategy 2:

Math Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide high quality instruction for individualized instruction for students who are struggling in Math.	Direct Instruction	08/04/2016	05/26/2017	$0	No Funding Required	Math Intervention Teachers

Goal 3: 16-17: Students will improve their progress with text complexity.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency understanding increasingly complex texts in Reading by 05/26/2017 as measured by the ACT Aspire Test .

Strategy 1:

Reading Informational Text Iniative - Teachers will increase the use of informational texts across the curriculum.

Increase Access

Increase Time

Teach Comprehension Strategies

Use Informational Text for Authentic Purposes

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Case-for-Informational-Text.aspx

Activity - Monitor the RIT Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the RIT initiative with classroom checks.	Other - Observations	08/04/2016	05/26/2017	$0	No Funding Required	Principal

Goal 4: 16-17: Students at Slocomb Middle School will receive instruction based on Alabama College and Career Ready Standards.

 Measurable Objective 1:

 increase student growth in math, reading, and science by 05/26/2017 as measured by the ACT Aspire Test .

Strategy 1:

High Quality Instruction - Teachers will use high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on

Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://web.alsde.edu/general/ALCCS_Frequently_Asked_Questions.pdf

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Slocomb Middle School faculty and staff will participate in professional development opportunities to prepare and support teachers and leaders in the implementation of the Alabama College and Career Ready Standards.	Professional Learning	08/04/2016	05/26/2017	$0	No Funding Required	Principal

Activity - Active Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/04/2016	05/26/2017	$0	No Funding Required	Classroom Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize strategies learned from AMSTI and LDC/MDC training to deliver the latest and most effective instructional methods to increase student learning.	Direct Instruction	08/04/2016	05/26/2017	$0	No Funding Required	Classroom Teachers

Goal 5: 16-17: Student learning will be increased through the use of technology.

 Measurable Objective 1:

increase student growth by providing all students access to technology to use in the classroom, as a productivity tool, and as a creativity tool for media production by 05/26/2017 as measured by observations of students using technology throughout the entire school and the passing rate of students in technology related courses.

Strategy 1:

Ipad One-to-One Intiative - Every student at Slocomb Middle School will be assigned an iPad.

iPads will be used to support learners beyond simple drill and practice games, they will be used as tools to support collaborative learning, to provide personalised

learning experiences, enhance deep learning, and as ubiquitous, distributed and connected learning tools. iPads will be used as tools to enhance Digital Monitoring and

Assessment.

• iPads will support seamless learning, allowing learners to easily switch learning contexts – from formal to informal or personal to social – and to take control of their

own learning. For example, to supplement what they are learning in class in real-time through additional web- based inquiry, or by making digital notes.

• The finger-driven iPad interface can motivate and engage students, keeping them interested in content for longer, and allowing groups to interact with the device at the same time and with the same object. This enhances and stimulates simultaneous opportunities for face-to-face social interaction in ways that desktop, laptop and even netbook computing with their mouse-driven screen, 'individual' peripherals, fixed location, weight and overall design do not.

• Research suggests that the adoption and use of iPads in and beyond the classroom allows students to augment and enhance their learning in ways that were previously not possible or not so easy to do.

• With multiple communication features, routine availability and easy accessibility of iPads in the classroom and in students' homes will make communication between teachers and students, and school and home easier and more routine.

• A key potential benefit of iPad-like devices involves their working in combination with other technologies. In combination with efficient network connectivity and cloud storage they offer ever-increasing capacity for the collection and collation of data about learning activity wherever learners are. The analysis and representation of this data about learning is vital to formative evaluation, assessment, self-assessment and reflection.

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

Research Cited: https://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf

Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use their Ipads to access the Stride Academy program as a supplemental learning tool. Students can use Stride Academy to improve skills in Reading, Math, and Science.	Academic Support Program	10/18/2016	05/26/2017	$15000	District Funding	District Instructional Media Specialist Media Specialist Classroom Teachers

Strategy 2:

Media Production Class - 8th grade students will have the opportunity to take Media Production as an elective class.

DEMONSTRATE KNOWLEDGE OF TELEVISION PRODUCTION TERMINOLOGY AND PROCEDURES – The student will be able to:

Recognize and define terminology related to production and use of non-print media.

Identify and name camera components.

Perform basic camera operations (pan, tilt, zoom).

Perform various job assignments assuming full responsibility for duties of crew position.

Demonstrate the elements of the television production process

Demonstrate knowledge of sound engineering techniques

Demonstrate knowledge of basic elements of set design.

Demonstrate knowledge of the word processor computer in broadcasting

Transport equipment safely and properly.

DEMONSTRATE KNOWLEDGE OF WRITING AND EDITING TECHNIQUES-The student will be able to:

Organize information before writing according to the type and purpose of

writing

Use electronic technology including databases and software to gather information and communicate new knowledge.

Draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the

main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in presentation of ideas.

Select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose and occasion.

DEMONSTRATE USE OF BASIC PRODUCTION TECHNIQUES SUITED TO SPECIFIED JOURNALISTIC MEDIA – The student will be able to:

Develop ideas and storyboards for a news package.

Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications

Understand how the multiple media tools of graphics, pictures, color,motion, and music can enhance communication in television, film, radio,and advertising.

Film a news package using correct camera composition, microphone position, lighting and interviewing techniques.

Set up a project in a digital editing program such as Final Cut Pro, iMovie, or Premiere.

Log and Capture footage from a digital camera to the computer.

Edit a news package in a digital editing program such as Final Cut Pro,iMovie, or Premiere.

Manipulate a pre-made namebar in a graphics program such as LiveType or Photoshop.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.corwin.com/sites/default/files/upm-binaries/6635_tileston_9_ch_1.pdf

Activity - School News	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a school tv news cast daily to share important updates between the school and community.	Community Engagement	08/04/2016	05/26/2017	$0	No Funding Required	Media Production Teacher

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will attend professional development to learn how to use all forms of media production tools.	Professional Learning	08/04/2016	05/26/2017	$3000	Title I Schoolwide	Media Teacher Principal

Strategy 3:

Technology Productivity Class - 6th Grade Students will have the opportunity to take a technology productivity class. Students will learn to type on the basic keyboard

in this course as well as learn to use the productivity tools on the basic computer.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.educationworld.com/a_tech/tech/tech072.shtml

Activity - Introduction to Microsoft Productivity Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Review Keyboarding Techniques
Microtype Mutimedia software
Introduction to Computers
      This unit will cover the history of computers, how they work to include a lab on the inside of a computer
Microsoft Windows
      An Introduction to Windows 2000 and Office XP
Microsoft Word 2002
      Creating a Research Paper Word Project 2
"   Creating a Resume Using a Wizard and a Cover
      Letter with a Table" Word Project 3
Microsoft Excel
      Creating a Worksheet and Embedded Chart Excel Project 1
      Formulas, functions , formatting and Web Queries Excel Project 2
"   What-if Analysis, Charting and Working with
      large worksheets" Excel Project 3
 	
Microsoft PowerPoint 2002
"   Using a Design Template and Text Slide Layout
      to Create a Presentation" PowerPoint Project 1
"   Using the Outline tab and Clip Art to Create a
      Slide Show " PowerPoint Project 2
	Academic Support Program, Technology	08/04/2016	05/26/2017	$0	No Funding Required	Classroom Teacher

Goal 6: 16-17: Students will increase their proficiency in STEM related courses.

Measurable Objective 1:

increase student growth in math and science related courses by 05/26/2017 as measured by ACT Aspire STEM Score.

Strategy 1:

Project Lead the Way Professional Development - Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

There are three phases to PLTW Professional Development - Readiness, Core, and Ongoing Training. This approach prepares educators to lead the engaging PLTW experience in their classrooms and also provides continuing support throughout the ye
Category: Develop/Implement Professional Learning and Support
Research Cited: https://www.pltw.org/our-programs

Activity - PLTW Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Readiness Training is a set of courses that introduces teachers to the PLTW experience and provides content and software resources that teachers need in order to be successful at Core Training. Core Training immerses teachers in a hands-on, collaborative learning environment that challenges them to look at their classrooms in a new way. During this stage of professional development, teachers take on the role of a student, engage in in-depth exploration of PLTW coursework, and gain invaluable experience to take back to their classrooms.	Professional Learning	10/03/2016	12/30/2016	$5150	Title I Schoolwide	Science Teachers Technology Teachers

Strategy 2:

PLTW Classes - Slocomb Middle School will begin the journey into transitioning into a Project Lead the Way school. Environmental Studies, technology and science classes have been added to the schedule as elective periods and during the following school transition into a full PLTW classroom.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.pltw.org

Activity - Elective Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students had the opportunity to pick between Global Studies, Environmental Studies, Technology and Robotics and Computer Productivity Class as an introduction to the transition into the PLTW school.	Recruitment and Retention	08/04/2016	05/26/2017	$0	No Funding Required	Elective Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stride Academy	Students will use their Ipads to access the Stride Academy program as a supplemental learning tool. Students can use Stride Academy to improve skills in Reading, Math, and Science.	Academic Support Program	10/18/2016	05/26/2017	$15000	District Instructional Media Specialist Media Specialist Classroom Teachers
				Total	$15000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LDC Turnaround Training	LDC Coach will deliver quality professional development for the entire faculty and staff of Slocomb Middle School.	Professional Learning	08/04/2016	05/26/2017	$0	LDC Coach
School News	Students will create a school tv news cast daily to share important updates between the school and community.	Community Engagement	08/04/2016	05/26/2017	$0	Media Production Teacher

Introduction to Microsoft Productivity Tools	Review Keyboarding Techniques
	Microtype Mutimedia software
	Introduction to Computers
	    This unit will cover the history of computers, how they work to include a lab on the inside of a computer
	Microsoft Windows
	    An Introduction to Windows 2000 and Office XP
	Microsoft Word 2002
	    Creating a Research Paper Word Project 2
	" Creating a Resume Using a Wizard and a Cover Letter with a Table" Word Project 3
	Microsoft Excel
	    Creating a Worksheet and Embedded Chart Excel Project 1
	    Formulas, functions , formatting and Web Queries Excel Project 2
	" What-if Analysis, Charting and Working with large worksheets" Excel Project 3
	
	Microsoft PowerPoint 2002
	" Using a Design Template and Text Slide Layout to Create a Presentation" PowerPoint Project 1
	" Using the Outline tab and Clip Art to Create a Slide Show " PowerPoint Project 2
		Academic Support Program, Technology	08/04/2016	05/26/2017	$0	Classroom Teacher

Staff Professional Development	Slocomb Middle School faculty and staff will participate in professional development opportunities to prepare and support teachers and leaders in the implementation of the Alabama College and Career Ready Standards.	Professional Learning	08/04/2016	05/26/2017	$0	Principal
Small Group Instruction	Teachers will provide high quality instruction for individualized instruction for students who are struggling in Math.	Direct Instruction	08/04/2016	05/26/2017	$0	Math Intervention Teachers

FALS	Formative Assessment Lessons The underlying strategy is to enable students to understand math concepts and how to put them to use – learning that is often lost when individual procedural skills are the only focus of teaching. FALs follow a common structure: Teachers give students an initial assessment task. This gives teachers a sense of their students' grasp of the math skills and concepts. Students immerse themselves in the assessment task through collaborative activities. They work in small groups, engage in discussion and learn from one another. Teachers ask feedback questions to move students forward as they unravel the problems – but they do not give them step-by-step procedures to solve them. A whole-class discussion pulls the lesson together, strengthening students' understanding of the math concepts and allowing teachers deeper insights into their students' learning gaps. Teachers provide structure and feedback for students to discuss the mathematics and allow students to learn from one another. Students return to the initial task to redo the assessment. They apply what they have learned, and students' work provides teachers feedback on the effectiveness of the instruction.	Direct Instruction, Academic Support Program	08/04/2016	05/26/2017	$0	Math Teachers
Strategic Teaching	Teachers will utilize strategies learned from AMSTI and LDC/MDC training to deliver the latest and most effective instructional methods to increase student learning.	Direct Instruction	08/04/2016	05/26/2017	$0	Classroom Teachers
Monitor the RIT Initiative	Monitor the implementation of the RIT initiative with classroom checks.	Other - Observations	08/04/2016	05/26/2017	$0	Principal
Active Engagement	Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/04/2016	05/26/2017	$0	Classroom Teachers
Small Group Instruction	Teachers will provide small group instruction based on student deficiencies that will enable students to become more independent and proficient readers.	Academic Support Program	08/04/2016	05/26/2017	$0	Intervention Teachers
Elective Courses	Students had the opportunity to pick between Global Studies, Environmental Studies, Technology and Robotics and Computer Productivity Class as an introduction to the transition into the PLTW school.	Recruitment and Retention	08/04/2016	05/26/2017	$0	Elective Teachers
				Total	$0	

Title I Schoolwide

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

PLTW Professional Development	Readiness Training is a set of courses that introduces teachers to the PLTW experience and provides content and software resources that teachers need in order to be successful at Core Training. Core Training immerses teachers in a hands-on, collaborative learning environment that challenges them to look at their classrooms in a new way. During this stage of professional development, teachers take on the role of a student, engage in in-depth exploration of PLTW coursework, and gain invaluable experience to take back to their classrooms.	Professional Learning	10/03/2016	12/30/2016	$5150	Science Teachers Technology Teachers
Teacher Professional Development	Teacher will attend professional development to learn how to use all forms of media production tools.	Professional Learning	08/04/2016	05/26/2017	$3000	Media Teacher Principal
				Total	$8150	

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		SLMS Stakeholder Summary

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

The agency has high expectations for the teachers and leaders.

High expectations for students.

Facilities support learning.

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

School offers activities that interest students.

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

Both responses are consistent with other findings from stakeholder feedback.

Areas in Need of Improvement

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

Individualized instruction for students.

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

Students are being taught the relationship between what they are learning in school and real-life.

What are the implications for these stakeholder perceptions?

Stakeholder feedback is used to guide school improvement.

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

These findings are consistent with other feedback from stakeholders.

Report Summary

Scores By Section

Section Score
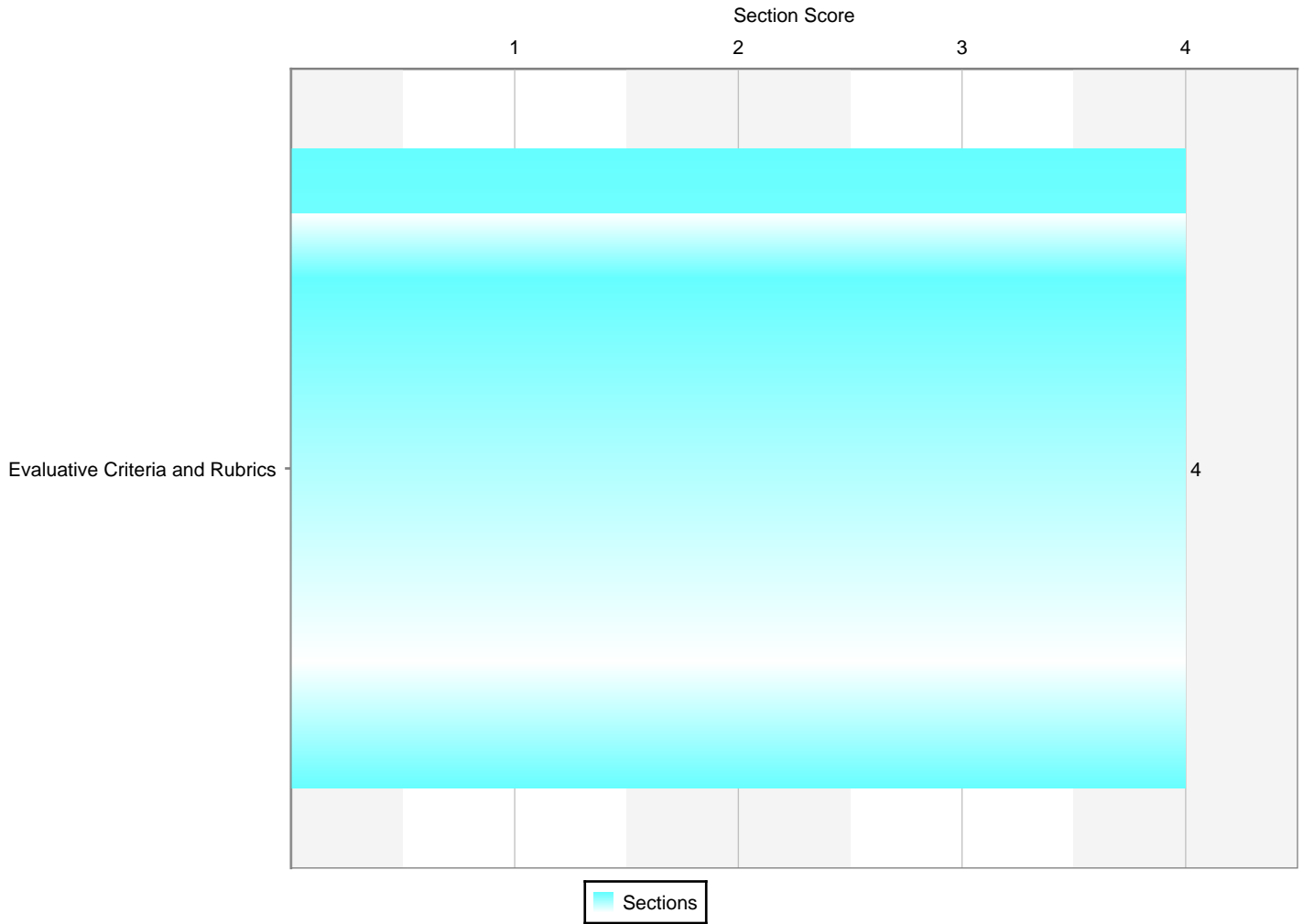
Title I Schoolwide Diagnostic

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?

The needs assessment was conducted through a series of surveys delivered through district and school websites. A team of stakeholders met to discuss the most important and urgent needs and the comprehensive needs assessment was developed.

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

Students need to improve in math, reading, and science. Students need more access to technology and opportunities for electives. Students need intervention at the Tier II and Tier III. Teachers need quality professional development. Teachers need more time to develop quality instruction and time to collaborate with their peers. Students need to improve their ability to read higher level text and increase their performance in STEM related courses.

3. What conclusions were drawn from the results?

Student need access to intervention classes. Student need high quality instruction in reading, math, and science. Informational text should be used in all classes. Students should have opportunities for creative outlets. Students need opportunities to enrich their learning through meaningful experiences. Students need healthy relationships with their teachers.

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

The faculty and staff of Slocomb Middle School is doing a great job communicating with parents and the community. Overall stakeholders are happy with how the social and academic programs are being conducted.

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

The goals were developed by identifying weaknesses of student achievement and/or the lack of resources for students to develop intellectually and socially. The goals are presented to stakeholders as a means to drive and develop activities to remedy the challenges met by disadvantaged students.

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

The goals reflect on-going progress monitoring tools used at the school and state level as well as indicators gathered from students, parents, and teachers. Data is also gathered using the INOW system concerning student discipline as an indicator for the Positive Behavior Program. Data is collected on student performance during interval assessments throughout the school year using Aspire Interim Testing and Stride

Academy Software. The RTI Rails program is also used to track academic and behavior performance.

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

Goals are developed based on the needs/strengths and weaknesses of the entire student body. All students are included in the on-going progress monitoring. This information helps the leadership team determine how the goals of the school improvement plan are progressing. Adjustments are made accordingly. All students are offered intervention through intervention classes that meet daily. Title I funding has enabled the school to purchase technology to accommodate these students as well as an additional contract tutor. All students benefit from the opportunities that federal resources have provided.

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:

16-17: Students will increase reading proficiency at Slocomb Middle School.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Reading by 05/26/2017 as measured by the ACT Aspire Reading Assessment .

Strategy1:

Reading Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Rutledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction based on student deficiencies that will enable students to become more independent and proficient readers.	Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Intervention Teachers

Strategy2:

LDC Strategies - The Literacy Design Collaborative (LDC) 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.

The LDC tools were designed by teachers, for teachers as a way to prepare students for the literacy demands of college and careers. They have been tested by thousands of educators. The teaching methods are now expanding to wider networks of teachers, schools and districts working together to develop and share assignments and modules.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/literacy

Activity - LDC Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LDC Coach will deliver quality professional development for the entire faculty and staff of Slocomb Middle School.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	LDC Coach

Goal 2:

16-17: Students will improve their progress with text complexity.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency understanding increasingly complex texts in Reading by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

Reading Informational Text Iniative - Teachers will increase the use of informational texts across the curriculum.

Increase Access

Increase Time

Teach Comprehension Strategies

Use Informational Text for Authentic Purposes

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Case-for-Informational-Text.aspx

Activity - Monitor the RIT Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the RIT initiative with classroom checks.	Other - Observations	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Goal 3:

16-17: Students at Slocomb Middle School will receive instruction based on Alabama College and Career Ready Standards.

Measurable Objective 1:

increase student growth in math, reading, and science by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

High Quality Instruction - Teachers will use high quality instructional strategies, all students will receive differentiated instruction to increase

student learning based on Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://web.alsde.edu/general/ALCCS_Frequently_Asked_Questions.pdf

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies learned from AMSTI and LDC/MDC training to deliver the latest and most effective instructional methods to increase student learning.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Middle School faculty and staff will participate in professional development opportunities to prepare and support teachers and leaders in the implementation of the Alabama College and Career Ready Standards.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Goal 4:

16-17: Students will increase math proficiency at Slocomb Middle School.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Mathematics by

05/26/2017 as measured by the ACT Aspire Mathematics Assessment .

Strategy1:

Math Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second indicator.

• All students in intervention classes will receive direct instruction from a certified teacher catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide high quality instruction for individualized instruction for students who are struggling in Math.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Math Intervention Teachers

Strategy2:

MDC Strategies - The Mathematics Design Collaborative provides teachers not with a math curriculum but with teaching tools called formative assessment lessons — to help them know if their students truly understand the college- and career-readiness math standards they have been taught. Teachers learn to adapt assignments to embed the standards and engage students so that they understand not only the hows of math, but also the whys.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/mathematics

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons The underlying strategy is to enable students to understand math concepts and how to put them to use – learning that is often lost when individual procedural skills are the only focus of teaching. FALs follow a common structure: Teachers give students an initial assessment task. This gives teachers a sense of their students' grasp of the math skills and concepts. Students immerse themselves in the assessment task through collaborative activities. They work in small groups, engage in discussion and learn from one another. Teachers ask feedback questions to move students forward as they unravel the problems – but they do not give them step-by-step procedures to solve them. A whole-class discussion pulls the lesson together, strengthening students' understanding of the math concepts and allowing teachers deeper insights into their students' learning gaps. Teachers provide structure and feedback for students to discuss the mathematics and allow students to learn from one another. Students return to the initial task to redo the assessment. They apply what they have learned, and students' work provides teachers feedback on the effectiveness of the instruction.	Academic Support Program Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Math Teachers

Goal 5:

16-17: Student learning will be increased through the use of technology.

Measurable Objective 1:

increase student growth by providing all students access to technology to use in the classroom, as a productivity tool, and as a creativity tool for media production by 05/26/2017 as measured by observations of students using technology throughout the entire school and the passing rate of students in technology related courses.

Strategy1:

Technology Productivity Class - 6th Grade Students will have the opportunity to take a technology productivity class. Students will learn to type on the basic keyboard in this course as well as learn to use the productivity tools on the basic computer.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.educationworld.com/a_tech/tech/tech072.shtml

Activity - Introduction to Microsoft Productivity Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible

Review Keyboarding Techniques
Microtype Mutimedia software
Introduction to Computers
    This unit will cover the history of computers, how they work to include a lab on the inside of a computer
Microsoft Windows
    An Introduction to Windows 2000 and Office XP
Microsoft Word 2002
    Creating a Research Paper Word Project 2
"   Creating a Resume Using a Wizard and a Cover
    Letter with a Table" Word Project 3
Microsoft Excel
    Creating a Worksheet and Embedded Chart Excel Project 1
    Formulas, functions , formatting and Web Queries Excel Project 2
"   What-if Analysis, Charting and Working with
    large worksheets" Excel Project 3
 	
Microsoft PowerPoint 2002
"   Using a Design Template and Text Slide Layout
    to Create a Presentation" PowerPoint Project 1
"   Using the Outline tab and Clip Art to Create a
    Slide Show " PowerPoint Project 2
	Academic Support Program Technology	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teacher

Strategy2:

Ipad One-to-One Intiative - Every student at Slocomb Middle School will be assigned an iPad.

iPads will be used to support learners beyond simple drill and practice games, they will be used as tools to support collaborative learning, to provide personalised learning experiences, enhance deep learning, and as ubiquitous, distributed and connected learning tools. iPads will be used as tools to enhance Digital Monitoring and Assessment.

• iPads will support seamless learning, allowing learners to easily switch learning contexts – from formal to informal or personal to social – and to take control of their own learning. For example, to supplement what they are learning in class in real-time through additional web-based inquiry, or by making digital notes.

• The finger-driven iPad interface can motivate and engage students, keeping them interested in content for longer, and allowing groups to interact with the device at the same time and with the same object. This enhances and stimulates simultaneous opportunities for face-to-face social interaction in ways that desktop, laptop and even netbook computing with their mouse-driven screen, 'individual' peripherals, fixed location, weight and overall design do not.

• Research suggests that the adoption and use of iPads in and beyond the classroom allows students to augment and enhance their learning in ways that were previously not possible or not so easy to do.

• With multiple communication features, routine availability and easy accessibility of iPads in the classroom and in students' homes will make communication between teachers and students, and school and home easier and more routine.

• A key potential benefit of iPad-like devices involves their working in combination with other technologies. In combination with efficient network connectivity and cloud storage they offer ever-increasing capacity for the collection and collation of data about learning activity wherever learners are. The analysis and representation of this data about learning is vital to formative evaluation, assessment, self-assessment and reflection.

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

Research Cited: https://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use their Ipads to access the Stride Academy program as a supplemental learning tool. Students can use Stride Academy to improve skills in Reading, Math, and Science.	Academic Support Program	10/18/2016	05/26/2017	$15000 - District Funding	District Instructional Media Specialist Media Specialist Classroom Teachers

Strategy3:

Media Production Class - 8th grade students will have the opportunity to take Media Production as an elective class.

DEMONSTRATE KNOWLEDGE OF TELEVISION PRODUCTION TERMINOLOGY AND PROCEDURES – The student will be able to:

Recognize and define terminology related to production and use of non-print media.

Identify and name camera components.

Perform basic camera operations (pan, tilt, zoom).

Perform various job assignments assuming full responsibility for duties of crew position.

Demonstrate the elements of the television production process

Demonstrate knowledge of sound engineering techniques

Demonstrate knowledge of basic elements of set design.

Demonstrate knowledge of the word processor computer in broadcasting

Transport equipment safely and properly.

DEMONSTRATE KNOWLEDGE OF WRITING AND EDITING TECHNIQUES-The student will be able to:

Organize information before writing according to the type and purpose of

writing

Use electronic technology including databases and software to gather information and communicate new knowledge.

Draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and

wholeness with adherence to the main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in

presentation of ideas.

Select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience,

purpose and occasion.

DEMONSTRATE USE OF BASIC PRODUCTION TECHNIQUES SUITED TO SPECIFIED JOURNALISTIC MEDIA – The student will be

able to:

Develop ideas and storyboards for a news package.

Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications

Understand how the multiple media tools of graphics, pictures, color,motion, and music can enhance communication in television, film,

radio,and advertising.

Film a news package using correct camera composition, microphone position, lighting and interviewing techniques.

Set up a project in a digital editing program such as Final Cut Pro, iMovie, or Premiere.

Log and Capture footage from a digital camera to the computer.

Edit a news package in a digital editing program such as Final Cut Pro,iMovie, or Premiere.

Manipulate a pre-made namebar in a graphics program such as LiveType or Photoshop.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.corwin.com/sites/default/files/upm-binaries/6635_tileston_9_ch_1.pdf

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will attend professional development to learn how to use all forms of media production tools.	Professional Learning	08/04/2016	05/26/2017	$3000 - Title I Schoolwide	Media Teacher Principal

Activity - School News	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a school tv news cast daily to share important updates between the school and community.	Community Engagement	08/04/2016	05/26/2017	$0 - No Funding Required	Media Production Teacher

Goal 6:

16-17: Students will increase their proficiency in STEM related courses.

Measurable Objective 1:

increase student growth in math and science related courses by 05/26/2017 as measured by ACT Aspire STEM Score.

Strategy1:

PLTW Classes - Slocomb Middle School will begin the journey into transitioning into a Project Lead the Way school. Environmental Studies, technology and science classes have been added to the schedule as elective periods and during the following school transition into a full PLTW classroom.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.pltw.org

Activity - Elective Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students had the opportunity to pick between Global Studies, Environmental Studies, Technology and Robotics and Computer Productivity Class as an introduction to the transition into the PLTW school.	Recruitment and Retention	08/04/2016	05/26/2017	$0 - No Funding Required	Elective Teachers

Strategy2:

Project Lead the Way Professional Development - Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can

look forward to in high school and beyond.

There are three phases to PLTW Professional Development - Readiness, Core, and Ongoing Training. This approach prepares educators to

lead the engaging PLTW experience in their classrooms and also provides continuing support throughout the ye

Category: Develop/Implement Professional Learning and Support

Research Cited: https://www.pltw.org/our-programs

Activity - PLTW Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readiness Training is a set of courses that introduces teachers to the PLTW experience and provides content and software resources that teachers need in order to be successful at Core Training. Core Training immerses teachers in a hands-on, collaborative learning environment that challenges them to look at their classrooms in a new way. During this stage of professional development, teachers take on the role of a student, engage in in-depth exploration of PLTW coursework, and gain invaluable experience to take back to their classrooms.	Professional Learning	10/03/2016	12/30/2016	$5150 - Title I Schoolwide	Science Teachers Technology Teachers

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

Goal 1:

16-17: Students will increase reading proficiency at Slocomb Middle School.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Reading by

05/26/2017 as measured by the ACT Aspire Reading Assessment .

Strategy1:

LDC Strategies - The Literacy Design Collaborative (LDC) 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.

The LDC tools were designed by teachers, for teachers as a way to prepare students for the literacy demands of college and careers. They

have been tested by thousands of educators. The teaching methods are now expanding to wider networks of teachers, schools and districts

working together to develop and share assignments and modules.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/literacy

Activity - LDC Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LDC Coach will deliver quality professional development for the entire faculty and staff of Slocomb Middle School.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	LDC Coach

Strategy2:

Reading Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Rutledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction based on student deficiencies that will enable students to become more independent and proficient readers.	Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Intervention Teachers

Goal 2:

16-17: Students will improve their progress with text complexity.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency understanding increasingly complex texts in Reading by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

Reading Informational Text Iniative - Teachers will increase the use of informational texts across the curriculum.

Increase Access

Increase Time

Teach Comprehension Strategies

Use Informational Text for Authentic Purposes

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Case-for-Informational-Text.aspx

Activity - Monitor the RIT Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the RIT initiative with classroom checks.	Other - Observations	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Goal 3:

16-17: Students at Slocomb Middle School will receive instruction based on Alabama College and Career Ready Standards.

Measurable Objective 1:

increase student growth in math, reading, and science by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

High Quality Instruction - Teachers will use high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on Alabama College and Career Ready Standards.
Category: Develop/Implement College and Career Ready Standards
Research Cited: https://web.alsde.edu/general/ALCCS_Frequently_Asked_Questions.pdf

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies learned from AMSTI and LDC/MDC training to deliver the latest and most effective instructional methods to increase student learning.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Middle School faculty and staff will participate in professional development opportunities to prepare and support teachers and leaders in the implementation of the Alabama College and Career Ready Standards.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Goal 4:

16-17: Students will increase math proficiency at Slocomb Middle School.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Mathematics by 05/26/2017 as measured by the ACT Aspire Mathematics Assessment .

Strategy1:

MDC Strategies - The Mathematics Design Collaborative provides teachers not with a math curriculum but with teaching tools called formative assessment lessons — to help them know if their students truly understand the college- and career-readiness math standards they have been taught. Teachers learn to adapt assignments to embed the standards and engage students so that they understand not only the hows of math, but also the whys.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/mathematics

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons The underlying strategy is to enable students to understand math concepts and how to put them to use – learning that is often lost when individual procedural skills are the only focus of teaching. FALs follow a common structure: Teachers give students an initial assessment task. This gives teachers a sense of their students' grasp of the math skills and concepts. Students immerse themselves in the assessment task through collaborative activities. They work in small groups, engage in discussion and learn from one another. Teachers ask feedback questions to move students forward as they unravel the problems – but they do not give them step-by-step procedures to solve them. A whole-class discussion pulls the lesson together, strengthening students' understanding of the math concepts and allowing teachers deeper insights into their students' learning gaps. Teachers provide structure and feedback for students to discuss the mathematics and allow students to learn from one another. Students return to the initial task to redo the assessment. They apply what they have learned, and students' work provides teachers feedback on the effectiveness of the instruction.	Direct Instruction Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Math Teachers

Strategy2:

Math Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

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• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide high quality instruction for individualized instruction for students who are struggling in Math.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Math Intervention Teachers

Goal 5:

16-17: Student learning will be increased through the use of technology.

Measurable Objective 1:

increase student growth by providing all students access to technology to use in the classroom, as a productivity tool, and as a creativity tool

for media production by 05/26/2017 as measured by observations of students using technology throughout the entire school and the passing

rate of students in technology related courses.

Strategy1:

Technology Productivity Class - 6th Grade Students will have the opportunity to take a technology productivity class. Students will learn to

type on the basic keyboard in this course as well as learn to use the productivity tools on the basic computer.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.educationworld.com/a_tech/tech/tech072.shtml

Activity - Introduction to Microsoft Productivity Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible

Review Keyboarding Techniques
Microtype Mutimedia software
Introduction to Computers
    This unit will cover the history of computers, how they work to include a lab on the inside of a computer
Microsoft Windows
    An Introduction to Windows 2000 and Office XP
Microsoft Word 2002
    Creating a Research Paper Word Project 2
"   Creating a Resume Using a Wizard and a Cover
    Letter with a Table" Word Project 3
Microsoft Excel
    Creating a Worksheet and Embedded Chart Excel Project 1
    Formulas, functions , formatting and Web Queries Excel Project 2
"   What-if Analysis, Charting and Working with
    large worksheets" Excel Project 3
 	
Microsoft PowerPoint 2002
"   Using a Design Template and Text Slide Layout
    to Create a Presentation" PowerPoint Project 1
"   Using the Outline tab and Clip Art to Create a
    Slide Show " PowerPoint Project 2
	Technology Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teacher

Strategy2:

Ipad One-to-One Intiative - Every student at Slocomb Middle School will be assigned an iPad.

iPads will be used to support learners beyond simple drill and practice games, they will be used as tools to support collaborative learning, to provide personalised learning experiences, enhance deep learning, and as ubiquitous, distributed and connected learning tools. iPads will be used as tools to enhance Digital Monitoring and Assessment.

• iPads will support seamless learning, allowing learners to easily switch learning contexts – from formal to informal or personal to social – and to take control of their own learning. For example, to supplement what they are learning in class in real-time through additional web-based inquiry, or by making digital notes.

• The finger-driven iPad interface can motivate and engage students, keeping them interested in content for longer, and allowing groups to interact with the device at the same time and with the same object. This enhances and stimulates simultaneous opportunities for face-to-face social interaction in ways that desktop, laptop and even netbook computing with their mouse-driven screen, 'individual' peripherals, fixed location, weight and overall design do not.

• Research suggests that the adoption and use of iPads in and beyond the classroom allows students to augment and enhance their learning in ways that were previously not possible or not so easy to do.

• With multiple communication features, routine availability and easy accessibility of iPads in the classroom and in students' homes will make communication between teachers and students, and school and home easier and more routine.

• A key potential benefit of iPad-like devices involves their working in combination with other technologies. In combination with efficient network connectivity and cloud storage they offer ever-increasing capacity for the collection and collation of data about learning activity wherever learners are. The analysis and representation of this data about learning is vital to formative evaluation, assessment, self-assessment and reflection.

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

Research Cited: https://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use their Ipads to access the Stride Academy program as a supplemental learning tool. Students can use Stride Academy to improve skills in Reading, Math, and Science.	Academic Support Program	10/18/2016	05/26/2017	$15000 - District Funding	District Instructional Media Specialist Media Specialist Classroom Teachers

Strategy3:

Media Production Class - 8th grade students will have the opportunity to take Media Production as an elective class.

DEMONSTRATE KNOWLEDGE OF TELEVISION PRODUCTION TERMINOLOGY AND PROCEDURES – The student will be able to:

Recognize and define terminology related to production and use of non-print media.

Identify and name camera components.

Perform basic camera operations (pan, tilt, zoom).

Perform various job assignments assuming full responsibility for duties of crew position.

Demonstrate the elements of the television production process

Demonstrate knowledge of sound engineering techniques

Demonstrate knowledge of basic elements of set design.

Demonstrate knowledge of the word processor computer in broadcasting

Transport equipment safely and properly.

DEMONSTRATE KNOWLEDGE OF WRITING AND EDITING TECHNIQUES-The student will be able to:

Organize information before writing according to the type and purpose of

writing

Use electronic technology including databases and software to gather information and communicate new knowledge.

Draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and

wholeness with adherence to the main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in

presentation of ideas.

Select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience,

purpose and occasion.

DEMONSTRATE USE OF BASIC PRODUCTION TECHNIQUES SUITED TO SPECIFIED JOURNALISTIC MEDIA – The student will be

able to:

Develop ideas and storyboards for a news package.

Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications

Understand how the multiple media tools of graphics, pictures, color,motion, and music can enhance communication in television, film,

radio,and advertising.

Film a news package using correct camera composition, microphone position, lighting and interviewing techniques.

Set up a project in a digital editing program such as Final Cut Pro, iMovie, or Premiere.

Log and Capture footage from a digital camera to the computer.

Edit a news package in a digital editing program such as Final Cut Pro,iMovie, or Premiere.

Manipulate a pre-made namebar in a graphics program such as LiveType or Photoshop.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.corwin.com/sites/default/files/upm-binaries/6635_tileston_9_ch_1.pdf

Activity - School News	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a school tv news cast daily to share important updates between the school and community.	Community Engagement	08/04/2016	05/26/2017	$0 - No Funding Required	Media Production Teacher

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will attend professional development to learn how to use all forms of media production tools.	Professional Learning	08/04/2016	05/26/2017	$3000 - Title I Schoolwide	Media Teacher Principal

Goal 6:

16-17: Students will increase their proficiency in STEM related courses.

Measurable Objective 1:

increase student growth in math and science related courses by 05/26/2017 as measured by ACT Aspire STEM Score.

Strategy1:

PLTW Classes - Slocomb Middle School will begin the journey into transitioning into a Project Lead the Way school. Environmental Studies, technology and science classes have been added to the schedule as elective periods and during the following school transition into a full PLTW classroom.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.pltw.org

Activity - Elective Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students had the opportunity to pick between Global Studies, Environmental Studies, Technology and Robotics and Computer Productivity Class as an introduction to the transition into the PLTW school.	Recruitment and Retention	08/04/2016	05/26/2017	$0 - No Funding Required	Elective Teachers

Strategy2:

Project Lead the Way Professional Development - Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can

look forward to in high school and beyond.

There are three phases to PLTW Professional Development - Readiness, Core, and Ongoing Training. This approach prepares educators to

lead the engaging PLTW experience in their classrooms and also provides continuing support throughout the ye

Category: Develop/Implement Professional Learning and Support

Research Cited: https://www.pltw.org/our-programs

Activity - PLTW Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readiness Training is a set of courses that introduces teachers to the PLTW experience and provides content and software resources that teachers need in order to be successful at Core Training. Core Training immerses teachers in a hands-on, collaborative learning environment that challenges them to look at their classrooms in a new way. During this stage of professional development, teachers take on the role of a student, engage in in-depth exploration of PLTW coursework, and gain invaluable experience to take back to their classrooms.	Professional Learning	10/03/2016	12/30/2016	$5150 - Title I Schoolwide	Science Teachers Technology Teachers

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

Goal 1:

16-17: Students will improve their progress with text complexity.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency understanding increasingly complex texts in Reading by 05/26/2017 as measured by the

ACT Aspire Test .

Strategy1:

Reading Informational Text Iniative - Teachers will increase the use of informational texts across the curriculum.

Increase Access

Increase Time

Teach Comprehension Strategies

Use Informational Text for Authentic Purposes

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Case-for-Informational-Text.aspx

Activity - Monitor the RIT Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the RIT initiative with classroom checks.	Other - Observations	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Goal 2:

16-17: Students will increase reading proficiency at Slocomb Middle School.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Reading by 05/26/2017 as measured by the ACT Aspire Reading Assessment .

Strategy1:

Reading Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second indicator.

• All students in intervention classes will receive direct instruction from a certified teacher catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Rutledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction based on student deficiencies that will enable students to become more independent and proficient readers.	Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Intervention Teachers

Strategy2:

LDC Strategies - The Literacy Design Collaborative (LDC) 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.

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have been tested by thousands of educators. The teaching methods are now expanding to wider networks of teachers, schools and districts

working together to develop and share assignments and modules.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/literacy

Activity - LDC Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LDC Coach will deliver quality professional development for the entire faculty and staff of Slocomb Middle School.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	LDC Coach

Goal 3:

16-17: Students will increase math proficiency at Slocomb Middle School.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Mathematics by

05/26/2017 as measured by the ACT Aspire Mathematics Assessment .

Strategy1:

MDC Strategies - The Mathematics Design Collaborative provides teachers not with a math curriculum but with teaching tools called

formative assessment lessons — to help them know if their students truly understand the college- and career-readiness math standards they

have been taught. Teachers learn to adapt assignments to embed the standards and engage students so that they understand not only the

hows of math, but also the whys.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/mathematics

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons The underlying strategy is to enable students to understand math concepts and how to put them to use – learning that is often lost when individual procedural skills are the only focus of teaching. FALs follow a common structure: Teachers give students an initial assessment task. This gives teachers a sense of their students' grasp of the math skills and concepts. Students immerse themselves in the assessment task through collaborative activities. They work in small groups, engage in discussion and learn from one another. Teachers ask feedback questions to move students forward as they unravel the problems – but they do not give them step-by-step procedures to solve them. A whole-class discussion pulls the lesson together, strengthening students' understanding of the math concepts and allowing teachers deeper insights into their students' learning gaps. Teachers provide structure and feedback for students to discuss the mathematics and allow students to learn from one another. Students return to the initial task to redo the assessment. They apply what they have learned, and students' work provides teachers feedback on the effectiveness of the instruction.	Direct Instruction Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Math Teachers

Strategy2:

Math Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

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Category: Develop/Implement Learning Supports

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Routledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide high quality instruction for individualized instruction for students who are struggling in Math.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Math Intervention Teachers

Goal 4:

16-17: Student learning will be increased through the use of technology.

Measurable Objective 1:

increase student growth by providing all students access to technology to use in the classroom, as a productivity tool, and as a creativity tool

for media production by 05/26/2017 as measured by observations of students using technology throughout the entire school and the passing

rate of students in technology related courses.

Strategy1:

Technology Productivity Class - 6th Grade Students will have the opportunity to take a technology productivity class. Students will learn to

type on the basic keyboard in this course as well as learn to use the productivity tools on the basic computer.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.educationworld.com/a_tech/tech/tech072.shtml

Activity - Introduction to Microsoft Productivity Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible

Review Keyboarding Techniques
Microtype Mutimedia software
Introduction to Computers
    This unit will cover the history of computers, how they work to include a lab on the inside of a computer
Microsoft Windows
    An Introduction to Windows 2000 and Office XP
Microsoft Word 2002
    Creating a Research Paper Word Project 2
"   Creating a Resume Using a Wizard and a Cover
    Letter with a Table" Word Project 3
Microsoft Excel
    Creating a Worksheet and Embedded Chart Excel Project 1
    Formulas, functions , formatting and Web Queries Excel Project 2
"   What-if Analysis, Charting and Working with
    large worksheets" Excel Project 3
 	
Microsoft PowerPoint 2002
"   Using a Design Template and Text Slide Layout
    to Create a Presentation" PowerPoint Project 1
"   Using the Outline tab and Clip Art to Create a
    Slide Show " PowerPoint Project 2
	Technology Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teacher

Strategy2:

Ipad One-to-One Intiative - Every student at Slocomb Middle School will be assigned an iPad.

iPads will be used to support learners beyond simple drill and practice games, they will be used as tools to support collaborative learning, to provide personalised learning experiences, enhance deep learning, and as ubiquitous, distributed and connected learning tools. iPads will be used as tools to enhance Digital Monitoring and Assessment.

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• The finger-driven iPad interface can motivate and engage students, keeping them interested in content for longer, and allowing groups to interact with the device at the same time and with the same object. This enhances and stimulates simultaneous opportunities for face-to-face social interaction in ways that desktop, laptop and even netbook computing with their mouse-driven screen, 'individual' peripherals, fixed location, weight and overall design do not.

• Research suggests that the adoption and use of iPads in and beyond the classroom allows students to augment and enhance their learning in ways that were previously not possible or not so easy to do.

• With multiple communication features, routine availability and easy accessibility of iPads in the classroom and in students' homes will make communication between teachers and students, and school and home easier and more routine.

• A key potential benefit of iPad-like devices involves their working in combination with other technologies. In combination with efficient network connectivity and cloud storage they offer ever-increasing capacity for the collection and collation of data about learning activity wherever learners are. The analysis and representation of this data about learning is vital to formative evaluation, assessment, self-assessment and reflection.

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

Research Cited: https://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use their Ipads to access the Stride Academy program as a supplemental learning tool. Students can use Stride Academy to improve skills in Reading, Math, and Science.	Academic Support Program	10/18/2016	05/26/2017	$15000 - District Funding	District Instructional Media Specialist Media Specialist Classroom Teachers

Strategy3:

Media Production Class - 8th grade students will have the opportunity to take Media Production as an elective class.

DEMONSTRATE KNOWLEDGE OF TELEVISION PRODUCTION TERMINOLOGY AND PROCEDURES – The student will be able to:

Recognize and define terminology related to production and use of non-print media.

Identify and name camera components.

Perform basic camera operations (pan, tilt, zoom).

Perform various job assignments assuming full responsibility for duties of crew position.

Demonstrate the elements of the television production process

Demonstrate knowledge of sound engineering techniques

Demonstrate knowledge of basic elements of set design.

Demonstrate knowledge of the word processor computer in broadcasting

Transport equipment safely and properly.

DEMONSTRATE KNOWLEDGE OF WRITING AND EDITING TECHNIQUES-The student will be able to:

Organize information before writing according to the type and purpose of

writing

Use electronic technology including databases and software to gather information and communicate new knowledge.

Draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and

wholeness with adherence to the main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in

presentation of ideas.

Select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience,

purpose and occasion.

DEMONSTRATE USE OF BASIC PRODUCTION TECHNIQUES SUITED TO SPECIFIED JOURNALISTIC MEDIA – The student will be

able to:

Develop ideas and storyboards for a news package.

Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications

Understand how the multiple media tools of graphics, pictures, color,motion, and music can enhance communication in television, film,

radio,and advertising.

Film a news package using correct camera composition, microphone position, lighting and interviewing techniques.

Set up a project in a digital editing program such as Final Cut Pro, iMovie, or Premiere.

Log and Capture footage from a digital camera to the computer.

Edit a news package in a digital editing program such as Final Cut Pro,iMovie, or Premiere.

Manipulate a pre-made namebar in a graphics program such as LiveType or Photoshop.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.corwin.com/sites/default/files/upm-binaries/6635_tileston_9_ch_1.pdf

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will attend professional development to learn how to use all forms of media production tools.	Professional Learning	08/04/2016	05/26/2017	$3000 - Title I Schoolwide	Media Teacher Principal

Activity - School News	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a school tv news cast daily to share important updates between the school and community.	Community Engagement	08/04/2016	05/26/2017	$0 - No Funding Required	Media Production Teacher

Goal 5:

16-17: Students at Slocomb Middle School will receive instruction based on Alabama College and Career Ready Standards.

Measurable Objective 1:

increase student growth in math, reading, and science by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

High Quality Instruction - Teachers will use high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://web.alsde.edu/general/ALCCS_Frequently_Asked_Questions.pdf

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Middle School faculty and staff will participate in professional development opportunities to prepare and support teachers and leaders in the implementation of the Alabama College and Career Ready Standards.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies learned from AMSTI and LDC/MDC training to deliver the latest and most effective instructional methods to increase student learning.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Goal 6:

16-17: Students will increase their proficiency in STEM related courses.

Measurable Objective 1:

increase student growth in math and science related courses by 05/26/2017 as measured by ACT Aspire STEM Score.

Strategy1:

PLTW Classes - Slocomb Middle School will begin the journey into transitioning into a Project Lead the Way school. Environmental Studies, technology and science classes have been added to the schedule as elective periods and during the following school transition into a full PLTW classroom.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.pltw.org

Activity - Elective Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students had the opportunity to pick between Global Studies, Environmental Studies, Technology and Robotics and Computer Productivity Class as an introduction to the transition into the PLTW school.	Recruitment and Retention	08/04/2016	05/26/2017	$0 - No Funding Required	Elective Teachers

Strategy2:

Project Lead the Way Professional Development - Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

There are three phases to PLTW Professional Development - Readiness, Core, and Ongoing Training. This approach prepares educators to lead the engaging PLTW experience in their classrooms and also provides continuing support throughout the ye

Category: Develop/Implement Professional Learning and Support

Research Cited: https://www.pltw.org/our-programs

Activity - PLTW Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readiness Training is a set of courses that introduces teachers to the PLTW experience and provides content and software resources that teachers need in order to be successful at Core Training. Core Training immerses teachers in a hands-on, collaborative learning environment that challenges them to look at their classrooms in a new way. During this stage of professional development, teachers take on the role of a student, engage in in-depth exploration of PLTW coursework, and gain invaluable experience to take back to their classrooms.	Professional Learning	10/03/2016	12/30/2016	$5150 - Title I Schoolwide	Science Teachers Technology Teachers

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

Goal 1:

16-17: Students will improve their progress with text complexity.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency understanding increasingly complex texts in Reading by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

Reading Informational Text Iniative - Teachers will increase the use of informational texts across the curriculum.

Increase Access

Increase Time

Teach Comprehension Strategies

Use Informational Text for Authentic Purposes

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Case-for-Informational-Text.aspx

Activity - Monitor the RIT Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the RIT initiative with classroom checks.	Other - Observations	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Goal 2:

16-17: Students will increase reading proficiency at Slocomb Middle School.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Reading by 05/26/2017 as measured by the ACT Aspire Reading Assessment .

Strategy1:

Reading Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Rutledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction based on student deficiencies that will enable students to become more independent and proficient readers.	Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Intervention Teachers

Strategy2:

LDC Strategies - The Literacy Design Collaborative (LDC) 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.

The LDC tools were designed by teachers, for teachers as a way to prepare students for the literacy demands of college and careers. They have been tested by thousands of educators. The teaching methods are now expanding to wider networks of teachers, schools and districts working together to develop and share assignments and modules.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/literacy

Activity - LDC Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LDC Coach will deliver quality professional development for the entire faculty and staff of Slocomb Middle School.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	LDC Coach

Goal 3:

16-17: Students will increase math proficiency at Slocomb Middle School.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Mathematics by 05/26/2017 as measured by the ACT Aspire Mathematics Assessment .

Strategy1:

MDC Strategies - The Mathematics Design Collaborative provides teachers not with a math curriculum but with teaching tools called formative assessment lessons — to help them know if their students truly understand the college- and career-readiness math standards they have been taught. Teachers learn to adapt assignments to embed the standards and engage students so that they understand not only the hows of math, but also the whys.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/mathematics

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons The underlying strategy is to enable students to understand math concepts and how to put them to use – learning that is often lost when individual procedural skills are the only focus of teaching. FALs follow a common structure: Teachers give students an initial assessment task. This gives teachers a sense of their students' grasp of the math skills and concepts. Students immerse themselves in the assessment task through collaborative activities. They work in small groups, engage in discussion and learn from one another. Teachers ask feedback questions to move students forward as they unravel the problems – but they do not give them step-by-step procedures to solve them. A whole-class discussion pulls the lesson together, strengthening students' understanding of the math concepts and allowing teachers deeper insights into their students' learning gaps. Teachers provide structure and feedback for students to discuss the mathematics and allow students to learn from one another. Students return to the initial task to redo the assessment. They apply what they have learned, and students' work provides teachers feedback on the effectiveness of the instruction.	Academic Support Program Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Math Teachers

Strategy2:

Math Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide high quality instruction for individualized instruction for students who are struggling in Math.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Math Intervention Teachers

Goal 4:

16-17: Student learning will be increased through the use of technology.

Measurable Objective 1:

increase student growth by providing all students access to technology to use in the classroom, as a productivity tool, and as a creativity tool

for media production by 05/26/2017 as measured by observations of students using technology throughout the entire school and the passing

rate of students in technology related courses.

Strategy1:

Media Production Class - 8th grade students will have the opportunity to take Media Production as an elective class.

DEMONSTRATE KNOWLEDGE OF TELEVISION PRODUCTION TERMINOLOGY AND PROCEDURES – The student will be able to:

Recognize and define terminology related to production and use of non-print media.

Identify and name camera components.

Perform basic camera operations (pan, tilt, zoom).

Perform various job assignments assuming full responsibility for duties of crew position.

Demonstrate the elements of the television production process

Demonstrate knowledge of sound engineering techniques

Demonstrate knowledge of basic elements of set design.

Demonstrate knowledge of the word processor computer in broadcasting

Transport equipment safely and properly.

DEMONSTRATE KNOWLEDGE OF WRITING AND EDITING TECHNIQUES-The student will be able to:

Organize information before writing according to the type and purpose of

writing

Use electronic technology including databases and software to gather information and communicate new knowledge.

Draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and

wholeness with adherence to the main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in

presentation of ideas.

Select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience,

purpose and occasion.

DEMONSTRATE USE OF BASIC PRODUCTION TECHNIQUES SUITED TO SPECIFIED JOURNALISTIC MEDIA – The student will be

able to:

Develop ideas and storyboards for a news package.

Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications

Understand how the multiple media tools of graphics, pictures, color,motion, and music can enhance communication in television, film, radio,and advertising.

Film a news package using correct camera composition, microphone position, lighting and interviewing techniques.

Set up a project in a digital editing program such as Final Cut Pro, iMovie, or Premiere.

Log and Capture footage from a digital camera to the computer.

Edit a news package in a digital editing program such as Final Cut Pro,iMovie, or Premiere.

Manipulate a pre-made namebar in a graphics program such as LiveType or Photoshop.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.corwin.com/sites/default/files/upm-binaries/6635_tileston_9_ch_1.pdf

Activity - School News	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a school tv news cast daily to share important updates between the school and community.	Community Engagement	08/04/2016	05/26/2017	$0 - No Funding Required	Media Production Teacher

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will attend professional development to learn how to use all forms of media production tools.	Professional Learning	08/04/2016	05/26/2017	$3000 - Title I Schoolwide	Media Teacher Principal

Strategy2:

Ipad One-to-One Intiative - Every student at Slocomb Middle School will be assigned an iPad.

iPads will be used to support learners beyond simple drill and practice games, they will be used as tools to support collaborative learning, to provide personalised learning experiences, enhance deep learning, and as ubiquitous, distributed and connected learning tools. iPads will be used as tools to enhance Digital Monitoring and Assessment.

• iPads will support seamless learning, allowing learners to easily switch learning contexts – from formal to informal or personal to social – and to take control of their own learning. For example, to supplement what they are learning in class in real-time through additional web-based inquiry, or by making digital notes.

• The finger-driven iPad interface can motivate and engage students, keeping them interested in content for longer, and allowing groups to interact with the device at the same time and with the same object. This enhances and stimulates simultaneous opportunities for face-to-face social interaction in ways that desktop, laptop and even netbook computing with their mouse-driven screen, 'individual' peripherals, fixed location, weight and overall design do not.

• Research suggests that the adoption and use of iPads in and beyond the classroom allows students to augment and enhance their learning in ways that were previously not possible or not so easy to do.

• With multiple communication features, routine availability and easy accessibility of iPads in the classroom and in students' homes will make communication between teachers and students, and school and home easier and more routine.

• A key potential benefit of iPad-like devices involves their working in combination with other technologies. In combination with efficient network connectivity and cloud storage they offer ever-increasing capacity for the collection and collation of data about learning activity wherever learners are. The analysis and representation of this data about learning is vital to formative evaluation, assessment, self-assessment and reflection.

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

Research Cited: https://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use their Ipads to access the Stride Academy program as a supplemental learning tool. Students can use Stride Academy to improve skills in Reading, Math, and Science.	Academic Support Program	10/18/2016	05/26/2017	$15000 - District Funding	District Instructional Media Specialist Media Specialist Classroom Teachers

Strategy3:

Technology Productivity Class - 6th Grade Students will have the opportunity to take a technology productivity class. Students will learn to

type on the basic keyboard in this course as well as learn to use the productivity tools on the basic computer.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.educationworld.com/a_tech/tech/tech072.shtml

Activity - Introduction to Microsoft Productivity Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review Keyboarding Techniques Microtype Mutimedia software Introduction to Computers This unit will cover the history of computers, how they work to include a lab on the inside of a computer Microsoft Windows An Introduction to Windows 2000 and Office XP Microsoft Word 2002 Creating a Research Paper Word Project 2 " Creating a Resume Using a Wizard and a Cover Letter with a Table" Word Project 3 Microsoft Excel Creating a Worksheet and Embedded Chart Excel Project 1 Formulas, functions , formatting and Web Queries Excel Project 2 " What-if Analysis, Charting and Working with large worksheets" Excel Project 3 Microsoft PowerPoint 2002 " Using a Design Template and Text Slide Layout to Create a Presentation" PowerPoint Project 1 " Using the Outline tab and Clip Art to Create a Slide Show " PowerPoint Project 2	Technology Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teacher

Goal 5:

16-17: Students at Slocomb Middle School will receive instruction based on Alabama College and Career Ready Standards.

Measurable Objective 1:

increase student growth in math, reading, and science by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

High Quality Instruction - Teachers will use high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://web.alsde.edu/general/ALCCS_Frequently_Asked_Questions.pdf

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Middle School faculty and staff will participate in professional development opportunities to prepare and support teachers and leaders in the implementation of the Alabama College and Career Ready Standards.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies learned from AMSTI and LDC/MDC training to deliver the latest and most effective instructional methods to increase student learning.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Goal 6:

16-17: Students will increase their proficiency in STEM related courses.

Measurable Objective 1:

increase student growth in math and science related courses by 05/26/2017 as measured by ACT Aspire STEM Score.

Strategy1:

Project Lead the Way Professional Development - Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

There are three phases to PLTW Professional Development - Readiness, Core, and Ongoing Training. This approach prepares educators to lead the engaging PLTW experience in their classrooms and also provides continuing support throughout the ye

Category: Develop/Implement Professional Learning and Support

Research Cited: https://www.pltw.org/our-programs

Activity - PLTW Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readiness Training is a set of courses that introduces teachers to the PLTW experience and provides content and software resources that teachers need in order to be successful at Core Training. Core Training immerses teachers in a hands-on, collaborative learning environment that challenges them to look at their classrooms in a new way. During this stage of professional development, teachers take on the role of a student, engage in in-depth exploration of PLTW coursework, and gain invaluable experience to take back to their classrooms.	Professional Learning	10/03/2016	12/30/2016	$5150 - Title I Schoolwide	Science Teachers Technology Teachers

Strategy2:

PLTW Classes - Slocomb Middle School will begin the journey into transitioning into a Project Lead the Way school. Environmental Studies, technology and science classes have been added to the schedule as elective periods and during the following school transition into a full PLTW classroom.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.pltw.org

Activity - Elective Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students had the opportunity to pick between Global Studies, Environmental Studies, Technology and Robotics and Computer Productivity Class as an introduction to the transition into the PLTW school.	Recruitment and Retention	08/04/2016	05/26/2017	$0 - No Funding Required	Elective Teachers

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

Goal 1:

16-17: Students will increase reading proficiency at Slocomb Middle School.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Reading by

05/26/2017 as measured by the ACT Aspire Reading Assessment .

Strategy1:

LDC Strategies - The Literacy Design Collaborative (LDC) 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.

The LDC tools were designed by teachers, for teachers as a way to prepare students for the literacy demands of college and careers. They have been tested by thousands of educators. The teaching methods are now expanding to wider networks of teachers, schools and districts working together to develop and share assignments and modules.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/literacy

Activity - LDC Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LDC Coach will deliver quality professional development for the entire faculty and staff of Slocomb Middle School.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	LDC Coach

Strategy2:

Reading Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Rutledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction based on student deficiencies that will enable students to become more independent and proficient readers.	Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Intervention Teachers

Goal 2:

16-17: Students will increase math proficiency at Slocomb Middle School.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Mathematics by

05/26/2017 as measured by the ACT Aspire Mathematics Assessment .

Strategy1:

MDC Strategies - The Mathematics Design Collaborative provides teachers not with a math curriculum but with teaching tools called

formative assessment lessons — to help them know if their students truly understand the college- and career-readiness math standards they

have been taught. Teachers learn to adapt assignments to embed the standards and engage students so that they understand not only the

hows of math, but also the whys.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/mathematics

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons The underlying strategy is to enable students to understand math concepts and how to put them to use – learning that is often lost when individual procedural skills are the only focus of teaching. FALs follow a common structure: Teachers give students an initial assessment task. This gives teachers a sense of their students' grasp of the math skills and concepts. Students immerse themselves in the assessment task through collaborative activities. They work in small groups, engage in discussion and learn from one another. Teachers ask feedback questions to move students forward as they unravel the problems – but they do not give them step-by-step procedures to solve them. A whole-class discussion pulls the lesson together, strengthening students' understanding of the math concepts and allowing teachers deeper insights into their students' learning gaps. Teachers provide structure and feedback for students to discuss the mathematics and allow students to learn from one another. Students return to the initial task to redo the assessment. They apply what they have learned, and students' work provides teachers feedback on the effectiveness of the instruction.	Direct Instruction Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Math Teachers

Strategy2:

Math Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide high quality instruction for individualized instruction for students who are struggling in Math.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Math Intervention Teachers

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

Goal 1:

16-17: Students will increase reading proficiency at Slocomb Middle School.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Reading by

05/26/2017 as measured by the ACT Aspire Reading Assessment .

Strategy1:

LDC Strategies - The Literacy Design Collaborative (LDC) 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.

The LDC tools were designed by teachers, for teachers as a way to prepare students for the literacy demands of college and careers. They

have been tested by thousands of educators. The teaching methods are now expanding to wider networks of teachers, schools and districts

working together to develop and share assignments and modules.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/literacy

Activity - LDC Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LDC Coach will deliver quality professional development for the entire faculty and staff of Slocomb Middle School.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	LDC Coach

Strategy2:

Reading Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity

to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master

schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes

for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second indicator.

• All students in intervention classes will receive direct instruction from a certified teacher catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Rutledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction based on student deficiencies that will enable students to become more independent and proficient readers.	Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Intervention Teachers

Goal 2:

16-17: Students will improve their progress with text complexity.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency understanding increasingly complex texts in Reading by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

Reading Informational Text Iniative - Teachers will increase the use of informational texts across the curriculum.

Increase Access

Increase Time

Teach Comprehension Strategies

Use Informational Text for Authentic Purposes

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Case-for-Informational-Text.aspx

Activity - Monitor the RIT Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the RIT initiative with classroom checks.	Other - Observations	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Goal 3:

16-17: Students will increase math proficiency at Slocomb Middle School.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Mathematics by 05/26/2017 as measured by the ACT Aspire Mathematics Assessment .

Strategy1:

MDC Strategies - The Mathematics Design Collaborative provides teachers not with a math curriculum but with teaching tools called formative assessment lessons — to help them know if their students truly understand the college- and career-readiness math standards they have been taught. Teachers learn to adapt assignments to embed the standards and engage students so that they understand not only the hows of math, but also the whys.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/mathematics

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons The underlying strategy is to enable students to understand math concepts and how to put them to use – learning that is often lost when individual procedural skills are the only focus of teaching. FALs follow a common structure: Teachers give students an initial assessment task. This gives teachers a sense of their students' grasp of the math skills and concepts. Students immerse themselves in the assessment task through collaborative activities. They work in small groups, engage in discussion and learn from one another. Teachers ask feedback questions to move students forward as they unravel the problems – but they do not give them step-by-step procedures to solve them. A whole-class discussion pulls the lesson together, strengthening students' understanding of the math concepts and allowing teachers deeper insights into their students' learning gaps. Teachers provide structure and feedback for students to discuss the mathematics and allow students to learn from one another. Students return to the initial task to redo the assessment. They apply what they have learned, and students' work provides teachers feedback on the effectiveness of the instruction.	Direct Instruction Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Math Teachers

Strategy2:

Math Intervention Class - Beginning with the 2016-2017 several improvements took place giving Slocomb Middle School the opportunity to increase the intervention time for students from a 30 minute pull-out program to a 50 minute class period five days a week. The master schedule was changed from a block schedule to a 7 period daily schedule. This allowed the opportunity for electives and intervention classes for the middle school. With these new opportunities in place the leadership team developed a set of new standards for intervention at Slocomb Middle School. The improvements are highlighted below.

• Teachers will have the opportunity to examine student data on a regular basis.

• The intervention program will be about the individual student not a "cure all" program.

• All interventions will be documented using the RTI Rails program.

• All forms of students work will be considered during the problem solving process. This

includes teacher reports, classroom performance, and student work.

• Aspire Interim Testing will be used as a school-wide progress monitoring tool.

• Stride Academy software will be a supplemental tool for all teachers to use as a second

indicator.

• All students in intervention classes will receive direct instruction from a certified teacher

catered to their individual needs.

• All students assigned to an intervention class will use Stride Academy as a supplemental

instructional tool in addition to the direct instruction.

• All students assigned to an intervention class will take additional progress monitoring tests to

measure academic progress.

• One-on-one meetings with students participating in an intervention class that includes

reasons, rationale, and time for questions prior to participating in an intervention class.

• Faculty and staff will refrain from using language such as intervention or remediation with

students. Rename intervention classes to something positive.

• Reward those students participating in intervention for big and small victories. I've mastered

charts, incentives, etc.

Category: Develop/Implement Learning Supports

Research Cited: Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY:

Routledge.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide high quality instruction for individualized instruction for students who are struggling in Math.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Math Intervention Teachers

Goal 4:

16-17: Student learning will be increased through the use of technology.

Measurable Objective 1:

increase student growth by providing all students access to technology to use in the classroom, as a productivity tool, and as a creativity tool

for media production by 05/26/2017 as measured by observations of students using technology throughout the entire school and the passing

rate of students in technology related courses.

Strategy1:

Media Production Class - 8th grade students will have the opportunity to take Media Production as an elective class.

DEMONSTRATE KNOWLEDGE OF TELEVISION PRODUCTION TERMINOLOGY AND PROCEDURES – The student will be able to:

Recognize and define terminology related to production and use of non-print media.

Identify and name camera components.

Perform basic camera operations (pan, tilt, zoom).

Perform various job assignments assuming full responsibility for duties of crew position.

Demonstrate the elements of the television production process

Demonstrate knowledge of sound engineering techniques

Demonstrate knowledge of basic elements of set design.

Demonstrate knowledge of the word processor computer in broadcasting

Transport equipment safely and properly.

DEMONSTRATE KNOWLEDGE OF WRITING AND EDITING TECHNIQUES-The student will be able to:

Organize information before writing according to the type and purpose of

writing

Use electronic technology including databases and software to gather information and communicate new knowledge.

Draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and

wholeness with adherence to the main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in

presentation of ideas.

Select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience,

purpose and occasion.

DEMONSTRATE USE OF BASIC PRODUCTION TECHNIQUES SUITED TO SPECIFIED JOURNALISTIC MEDIA – The student will be

able to:

Develop ideas and storyboards for a news package.

Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications

Understand how the multiple media tools of graphics, pictures, color,motion, and music can enhance communication in television, film, radio,and advertising.

Film a news package using correct camera composition, microphone position, lighting and interviewing techniques.

Set up a project in a digital editing program such as Final Cut Pro, iMovie, or Premiere.

Log and Capture footage from a digital camera to the computer.

Edit a news package in a digital editing program such as Final Cut Pro,iMovie, or Premiere.

Manipulate a pre-made namebar in a graphics program such as LiveType or Photoshop.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.corwin.com/sites/default/files/upm-binaries/6635_tileston_9_ch_1.pdf

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will attend professional development to learn how to use all forms of media production tools.	Professional Learning	08/04/2016	05/26/2017	$3000 - Title I Schoolwide	Media Teacher Principal

Activity - School News	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a school tv news cast daily to share important updates between the school and community.	Community Engagement	08/04/2016	05/26/2017	$0 - No Funding Required	Media Production Teacher

Strategy2:

Technology Productivity Class - 6th Grade Students will have the opportunity to take a technology productivity class. Students will learn to type on the basic keyboard in this course as well as learn to use the productivity tools on the basic computer.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.educationworld.com/a_tech/tech/tech072.shtml

Activity - Introduction to Microsoft Productivity Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible

Review Keyboarding Techniques
Microtype Mutimedia software
Introduction to Computers
     This unit will cover the history of computers, how they work to include a lab on the inside of a computer
Microsoft Windows
     An Introduction to Windows 2000 and Office XP
Microsoft Word 2002
     Creating a Research Paper Word Project 2
"   Creating a Resume Using a Wizard and a Cover
     Letter with a Table" Word Project 3
Microsoft Excel
     Creating a Worksheet and Embedded Chart Excel Project 1
     Formulas, functions , formatting and Web Queries Excel Project 2
"   What-if Analysis, Charting and Working with
     large worksheets" Excel Project 3
 	
Microsoft PowerPoint 2002
"   Using a Design Template and Text Slide Layout
     to Create a Presentation" PowerPoint Project 1
"   Using the Outline tab and Clip Art to Create a
     Slide Show " PowerPoint Project 2
	Academic Support Program Technology	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teacher

Strategy3:

Ipad One-to-One Intiative - Every student at Slocomb Middle School will be assigned an iPad.

iPads will be used to support learners beyond simple drill and practice games, they will be used as tools to support collaborative learning, to provide personalised learning experiences, enhance deep learning, and as ubiquitous, distributed and connected learning tools. iPads will be used as tools to enhance Digital Monitoring and Assessment.

• iPads will support seamless learning, allowing learners to easily switch learning contexts – from formal to informal or personal to social – and to take control of their own learning. For example, to supplement what they are learning in class in real-time through additional web-based inquiry, or by making digital notes.

• The finger-driven iPad interface can motivate and engage students, keeping them interested in content for longer, and allowing groups to interact with the device at the same time and with the same object. This enhances and stimulates simultaneous opportunities for face-to-face social interaction in ways that desktop, laptop and even netbook computing with their mouse-driven screen, 'individual' peripherals, fixed location, weight and overall design do not.

• Research suggests that the adoption and use of iPads in and beyond the classroom allows students to augment and enhance their learning in ways that were previously not possible or not so easy to do.

• With multiple communication features, routine availability and easy accessibility of iPads in the classroom and in students' homes will make communication between teachers and students, and school and home easier and more routine.

• A key potential benefit of iPad-like devices involves their working in combination with other technologies. In combination with efficient network connectivity and cloud storage they offer ever-increasing capacity for the collection and collation of data about learning activity wherever learners are. The analysis and representation of this data about learning is vital to formative evaluation, assessment, self-assessment and reflection.

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

Research Cited: https://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use their Ipads to access the Stride Academy program as a supplemental learning tool. Students can use Stride Academy to improve skills in Reading, Math, and Science.	Academic Support Program	10/18/2016	05/26/2017	$15000 - District Funding	District Instructional Media Specialist Media Specialist Classroom Teachers

Goal 5:

16-17: Students at Slocomb Middle School will receive instruction based on Alabama College and Career Ready Standards.

Measurable Objective 1:

increase student growth in math, reading, and science by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

High Quality Instruction - Teachers will use high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://web.alsde.edu/general/ALCCS_Frequently_Asked_Questions.pdf

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Middle School faculty and staff will participate in professional development opportunities to prepare and support teachers and leaders in the implementation of the Alabama College and Career Ready Standards.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies learned from AMSTI and LDC/MDC training to deliver the latest and most effective instructional methods to increase student learning.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Goal 6:

16-17: Students will increase their proficiency in STEM related courses.

Measurable Objective 1:

increase student growth in math and science related courses by 05/26/2017 as measured by ACT Aspire STEM Score.

Strategy1:

Project Lead the Way Professional Development - Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

There are three phases to PLTW Professional Development - Readiness, Core, and Ongoing Training. This approach prepares educators to lead the engaging PLTW experience in their classrooms and also provides continuing support throughout the ye

Category: Develop/Implement Professional Learning and Support

Research Cited: https://www.pltw.org/our-programs

Activity - PLTW Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readiness Training is a set of courses that introduces teachers to the PLTW experience and provides content and software resources that teachers need in order to be successful at Core Training. Core Training immerses teachers in a hands-on, collaborative learning environment that challenges them to look at their classrooms in a new way. During this stage of professional development, teachers take on the role of a student, engage in in-depth exploration of PLTW coursework, and gain invaluable experience to take back to their classrooms.	Professional Learning	10/03/2016	12/30/2016	$5150 - Title I Schoolwide	Science Teachers Technology Teachers

Strategy2:

PLTW Classes - Slocomb Middle School will begin the journey into transitioning into a Project Lead the Way school. Environmental Studies, technology and science classes have been added to the schedule as elective periods and during the following school transition into a full PLTW classroom.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.pltw.org

Activity - Elective Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students had the opportunity to pick between Global Studies, Environmental Studies, Technology and Robotics and Computer Productivity Class as an introduction to the transition into the PLTW school.	Recruitment and Retention	08/04/2016	05/26/2017	$0 - No Funding Required	Elective Teachers

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:

16-17: Students will increase reading proficiency at Slocomb Middle School.

Measurable Objective 1:

46% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Reading by 05/26/2017 as measured by the ACT Aspire Reading Assessment .

Strategy1:

LDC Strategies - The Literacy Design Collaborative (LDC) 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.

The LDC tools were designed by teachers, for teachers as a way to prepare students for the literacy demands of college and careers. They have been tested by thousands of educators. The teaching methods are now expanding to wider networks of teachers, schools and districts working together to develop and share assignments and modules.
Category: Develop/Implement Professional Learning and Support
Research Cited: http://www.sreb.org/literacy

Activity - LDC Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LDC Coach will deliver quality professional development for the entire faculty and staff of Slocomb Middle School.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	LDC Coach

Goal 2:

16-17: Students will improve their progress with text complexity.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency understanding increasingly complex texts in Reading by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

Reading Informational Text Iniative - Teachers will increase the use of informational texts across the curriculum.

Increase Access

Increase Time

Teach Comprehension Strategies

Use Informational Text for Authentic Purposes

Category: Develop/Implement Learning Supports

Research Cited: http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Case-for-Informational-Text.aspx

Activity - Monitor the RIT Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the RIT initiative with classroom checks.	Other - Observations	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Goal 3:

16-17: Students will increase math proficiency at Slocomb Middle School.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency based on the Alabama College and Career Readiness Standards in Mathematics by

05/26/2017 as measured by the ACT Aspire Mathematics Assessment .

Strategy1:

MDC Strategies - The Mathematics Design Collaborative provides teachers not with a math curriculum but with teaching tools called

formative assessment lessons — to help them know if their students truly understand the college- and career-readiness math standards they

have been taught. Teachers learn to adapt assignments to embed the standards and engage students so that they understand not only the

hows of math, but also the whys.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.sreb.org/mathematics

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons The underlying strategy is to enable students to understand math concepts and how to put them to use – learning that is often lost when individual procedural skills are the only focus of teaching. FALs follow a common structure: Teachers give students an initial assessment task. This gives teachers a sense of their students' grasp of the math skills and concepts. Students immerse themselves in the assessment task through collaborative activities. They work in small groups, engage in discussion and learn from one another. Teachers ask feedback questions to move students forward as they unravel the problems – but they do not give them step-by-step procedures to solve them. A whole-class discussion pulls the lesson together, strengthening students' understanding of the math concepts and allowing teachers deeper insights into their students' learning gaps. Teachers provide structure and feedback for students to discuss the mathematics and allow students to learn from one another. Students return to the initial task to redo the assessment. They apply what they have learned, and students' work provides teachers feedback on the effectiveness of the instruction.	Direct Instruction Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Math Teachers

Goal 4:

16-17: Student learning will be increased through the use of technology.

Measurable Objective 1:

increase student growth by providing all students access to technology to use in the classroom, as a productivity tool, and as a creativity tool for media production by 05/26/2017 as measured by observations of students using technology throughout the entire school and the passing rate of students in technology related courses.

Strategy1:

Technology Productivity Class - 6th Grade Students will have the opportunity to take a technology productivity class. Students will learn to type on the basic keyboard in this course as well as learn to use the productivity tools on the basic computer.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.educationworld.com/a_tech/tech/tech072.shtml

Activity - Introduction to Microsoft Productivity Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible

Review Keyboarding Techniques
Microtype Mutimedia software
Introduction to Computers
    This unit will cover the history of computers, how they work to include a lab on the inside of a computer
Microsoft Windows
    An Introduction to Windows 2000 and Office XP
Microsoft Word 2002
    Creating a Research Paper Word Project 2
"   Creating a Resume Using a Wizard and a Cover
    Letter with a Table" Word Project 3
Microsoft Excel
    Creating a Worksheet and Embedded Chart Excel Project 1
    Formulas, functions , formatting and Web Queries Excel Project 2
"   What-if Analysis, Charting and Working with
    large worksheets" Excel Project 3
 	
Microsoft PowerPoint 2002
"   Using a Design Template and Text Slide Layout
    to Create a Presentation" PowerPoint Project 1
"   Using the Outline tab and Clip Art to Create a
    Slide Show " PowerPoint Project 2
	Technology Academic Support Program	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teacher

Strategy2:

Media Production Class - 8th grade students will have the opportunity to take Media Production as an elective class.

DEMONSTRATE KNOWLEDGE OF TELEVISION PRODUCTION TERMINOLOGY AND PROCEDURES – The student will be able to:

Recognize and define terminology related to production and use of non-print media.

Identify and name camera components.

Perform basic camera operations (pan, tilt, zoom).

Perform various job assignments assuming full responsibility for duties of crew position.

Demonstrate the elements of the television production process

Demonstrate knowledge of sound engineering techniques

Demonstrate knowledge of basic elements of set design.

Demonstrate knowledge of the word processor computer in broadcasting

Transport equipment safely and properly.

DEMONSTRATE KNOWLEDGE OF WRITING AND EDITING TECHNIQUES-The student will be able to:

Organize information before writing according to the type and purpose of

writing

Use electronic technology including databases and software to gather information and communicate new knowledge.

Draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and

wholeness with adherence to the main idea; has an organization pattern that provides for a logical progression of ideas; has clarity in

presentation of ideas.

Select and use appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience,

purpose and occasion.

DEMONSTRATE USE OF BASIC PRODUCTION TECHNIQUES SUITED TO SPECIFIED JOURNALISTIC MEDIA – The student will be

able to:

Develop ideas and storyboards for a news package.

Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications

Understand how the multiple media tools of graphics, pictures, color,motion, and music can enhance communication in television, film, radio,and advertising.

Film a news package using correct camera composition, microphone position, lighting and interviewing techniques.

Set up a project in a digital editing program such as Final Cut Pro, iMovie, or Premiere.

Log and Capture footage from a digital camera to the computer.

Edit a news package in a digital editing program such as Final Cut Pro,iMovie, or Premiere.

Manipulate a pre-made namebar in a graphics program such as LiveType or Photoshop.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.corwin.com/sites/default/files/upm-binaries/6635_tileston_9_ch_1.pdf

Activity - School News	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a school tv news cast daily to share important updates between the school and community.	Community Engagement	08/04/2016	05/26/2017	$0 - No Funding Required	Media Production Teacher

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will attend professional development to learn how to use all forms of media production tools.	Professional Learning	08/04/2016	05/26/2017	$3000 - Title I Schoolwide	Media Teacher Principal

Strategy3:

Ipad One-to-One Intiative - Every student at Slocomb Middle School will be assigned an iPad.

iPads will be used to support learners beyond simple drill and practice games, they will be used as tools to support collaborative learning, to provide personalised learning experiences, enhance deep learning, and as ubiquitous, distributed and connected learning tools. iPads will be used as tools to enhance Digital Monitoring and Assessment.

• iPads will support seamless learning, allowing learners to easily switch learning contexts – from formal to informal or personal to social – and to take control of their own learning. For example, to supplement what they are learning in class in real-time through additional web-based inquiry, or by making digital notes.

• The finger-driven iPad interface can motivate and engage students, keeping them interested in content for longer, and allowing groups to interact with the device at the same time and with the same object. This enhances and stimulates simultaneous opportunities for face-to-face social interaction in ways that desktop, laptop and even netbook computing with their mouse-driven screen, 'individual' peripherals, fixed location, weight and overall design do not.

• Research suggests that the adoption and use of iPads in and beyond the classroom allows students to augment and enhance their learning in ways that were previously not possible or not so easy to do.

• With multiple communication features, routine availability and easy accessibility of iPads in the classroom and in students' homes will make communication between teachers and students, and school and home easier and more routine.

• A key potential benefit of iPad-like devices involves their working in combination with other technologies. In combination with efficient network connectivity and cloud storage they offer ever-increasing capacity for the collection and collation of data about learning activity wherever learners are. The analysis and representation of this data about learning is vital to formative evaluation, assessment, self-assessment and reflection.

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

Research Cited: https://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use their Ipads to access the Stride Academy program as a supplemental learning tool. Students can use Stride Academy to improve skills in Reading, Math, and Science.	Academic Support Program	10/18/2016	05/26/2017	$15000 - District Funding	District Instructional Media Specialist Media Specialist Classroom Teachers

Goal 5:

16-17: Students at Slocomb Middle School will receive instruction based on Alabama College and Career Ready Standards.

Measurable Objective 1:

increase student growth in math, reading, and science by 05/26/2017 as measured by the ACT Aspire Test .

Strategy1:

High Quality Instruction - Teachers will use high quality instructional strategies, all students will receive differentiated instruction to increase student learning based on Alabama College and Career Ready Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://web.alsde.edu/general/ALCCS_Frequently_Asked_Questions.pdf

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Slocomb Middle School faculty and staff will participate in professional development opportunities to prepare and support teachers and leaders in the implementation of the Alabama College and Career Ready Standards.	Professional Learning	08/04/2016	05/26/2017	$0 - No Funding Required	Principal

Activity - Active Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate purposeful planning, connected strategies, and explicit instruction to maximize the understanding of content material.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize strategies learned from AMSTI and LDC/MDC training to deliver the latest and most effective instructional methods to increase student learning.	Direct Instruction	08/04/2016	05/26/2017	$0 - No Funding Required	Classroom Teachers

Goal 6:

16-17: Students will increase their proficiency in STEM related courses.

Measurable Objective 1:

increase student growth in math and science related courses by 05/26/2017 as measured by ACT Aspire STEM Score.

Strategy1:

PLTW Classes - Slocomb Middle School will begin the journey into transitioning into a Project Lead the Way school. Environmental Studies, technology and science classes have been added to the schedule as elective periods and during the following school transition into a full PLTW classroom.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

Category: Develop/Implement College and Career Ready Standards

Research Cited: https://www.pltw.org

Activity - Elective Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students had the opportunity to pick between Global Studies, Environmental Studies, Technology and Robotics and Computer Productivity Class as an introduction to the transition into the PLTW school.	Recruitment and Retention	08/04/2016	05/26/2017	$0 - No Funding Required	Elective Teachers

Strategy2:

Project Lead the Way Professional Development - Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow.

During this transitional time, PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

There are three phases to PLTW Professional Development - Readiness, Core, and Ongoing Training. This approach prepares educators to lead the engaging PLTW experience in their classrooms and also provides continuing support throughout the ye

Category: Develop/Implement Professional Learning and Support

Research Cited: https://www.pltw.org/our-programs

Activity - PLTW Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Readiness Training is a set of courses that introduces teachers to the PLTW experience and provides content and software resources that teachers need in order to be successful at Core Training. Core Training immerses teachers in a hands-on, collaborative learning environment that challenges them to look at their classrooms in a new way. During this stage of professional development, teachers take on the role of a student, engage in in-depth exploration of PLTW coursework, and gain invaluable experience to take back to their classrooms.	Professional Learning	10/03/2016	12/30/2016	$5150 - Title I Schoolwide	Science Teachers Technology Teachers

Component 3: Instruction by Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

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

Teachers are not hired at Slocomb Middle School unless they meet the Highly Qualified status as issued by the Alabama State Department of Education.

Component 4: Strategies to Attract Qualified Teachers

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

We lost 1 Science Teacher due to non renew and 1 PE teacher resigned to take a different position coaching.

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

All English and 2 of the 4 math teachers are veteran teachers with 5+ years experience.

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

None

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?

Literacy and Math Design Professional Development with SREB
AMSTI with the Alabama State Department of Education
Project Lead the Way Science, Math, and Technology Professional Development

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

Literacy and Math Design Professional Development with SREB
AMSTI with the Alabama State Department of Education
Project Lead the Way Science, Math, and Technology Professional Development

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.

SLMS Teacher Mentoring Program
The First Days of School

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

Professional Development is an ongoing activity at Slocomb Middle Schools with faculty and staff meetings bi-weekly. Mentoring teachers and mentees meet for 2.5 hours weekly.

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.

6-8th grade parent nights are held annually. 5th graders have a transition day when they are transported from the elementary school and shown how it works at the middle school.

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?

Leadership Team Meetings

Problem Solving Team Meetings - monthly

Faculty and Staff are included on all decisions made for school improvement.

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?

Students are identified by using progress monitoring assessments such as the ACT Aspire Test, the ACT Aspire Interim Test, Stride Academy Monitoring Test, and classroom assessments. RTI Rails, a program for tracking students who are struggling academically and behaviorally is used daily to monitor student achievement. The SLMS Problem Solving Team meets monthly to monitor student progress and make decisions concerning their intervention needs.

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?

Students are given 250 minutes of intervention during an intervention class to address deficiencies in Math and Reading.

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

Teachers use a variety of instructional modalities to deliver high quality instruction. Students who struggle are pulled into a small group for additional instruction.

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.

Students have the opportunity for extra help from 2:30-3:30 daily.

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.

Migrant students receive support from the Migrant Liaison that ensures that all measures are in place for their support.
A plan is created for the success of all ELL students.
Economically Disadvantaged students
Special Education students are supported with 2 special education teachers and 2 aides.
Neglected, Delinquent, and Homeless students are supported through federal funding, connected with all community resources, and supported in any way the school can help.

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

N/A

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

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

All Title I funding is used as a tool to achieve all school improvement 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.

Title I School-wide

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.

Breakfast in the Classroom
After school meal for students

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

Through parent, student and stakeholder surveys.

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?

Leadership Team evaluation

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?

By analyzing assessment results and analyzing other social and behavioral measures obtained locally.

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

The Leadership Team meets bi-weekly to monitor progress. Presents any new information to all the stakeholders bi-monthly.

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

No

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

New goals were developed for a more concise manner developed using new evaluation reports.

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	13.75	14.25	640,830.89
Administrator Units	1.00	1	77,887.05
Assistant Principal	0.50	.5	32,533.00
Counselor	1.00	1	54,113.00
Librarian	1.00	.5	27,056.50
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	2,921.00
Professional Development	0.00	0	1,100.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	6,994.00
Library Enhancement	0.00	0	367.00
Totals			843,802.44

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	130128.42

Provide a brief explanation and breakdown of expenses.

Instructional Supplies "Project Lead the Way$25451.07

General Use $5327.32

Professional Development "Project Lead the Way" $5150.00

 Data Research and Application (RTI) $2000.00

 Media Technology Team Development $3000.00

Instructional Equipment Tablet Carts 10 $6080.00

 Wall Chargers 300 $2700.00

 Stylus Pen 300 $1900.00

 Tablet Keyboard 20 Faculty, 90 Student $3630.00

 Sound and Production $5000.00

Instructional Software $5000.00

Total $65238.39

Parent Involvement Student Planners $1719.90

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	5150.0

Provide a brief explanation and a breakdown of expenses.

Project Lead the Way Registration and Fees

Media Production Professional Development

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	130128.42

Provide a brief explanation and breakdown of expenses.

.76 FTE Teacher Unit and Salary and benefits, 1 part-time contracted retired teacher salary, classroom instructional supplies, non-capitalized equipment, instructional software, subs, professional development, and parental involvement supplies.

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

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.

The school will have their Title I meeting during August of each year. The meeting will be advertised with a flyer sent home to parents, via, school cast, the school website, and social media.

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.

Parents will have the opportunity to meet 5 times a year at Slocomb Middle School. These meetings will be held after each grading period and one meeting will be held the first month of each new school-year. Parents will have many opportunities to participate in the planning and improvement of the Title I Program. Each meeting will be designed so that parents can offer direct input concerning decisions and goals that are presented. As well as an ongoing survey to gather data after each meeting. Parental involvement funds will be used to communicate with parents school information as well as Title I Meeting dates. These reminders will be apart of the every students' planner book purchased at the beginning of each school year.

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.

Information will be provided to parents through their child's student planner. Information will also be provided through the school's website under the tab Title I and Title I Parental Involvement. The website will offer links to important documents and information enabling every parent to have the opportunity to participate in their child's education. Copy of the information will also be provided at request at anytime in the school's main office. School Cast as well as the SLMS Community Remind 101 system will keep parents aware of any important dates and announcements.

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).

Teachers, students, and parents met at separate meetings to build the frameworks for the responsibilities of each group who are equally important in improving student achievement. After the initial meetings the information was compiled and a School-Parent Compact was created. The compact was reviewed during the Title I Parent Meeting and parents and all attending were presented the compact. The floor was open for discussion. Once revisions were decided the compact was sent home for final signatures.

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

Parents have two ways to communicate concern with administration at SLMS. Each semester parents will be given a survey which they can denote any concerns or comments or parents can access the school website and under the link Parental Involvement parents will have a link to click to submit any concerns about the Continuous Improvement Plan.

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)

Parents will have the opportunity to attend 5 annual Title I meetings during the school year. At each of these meetings faculty will be available during break-out sessions to spend time with parents. Parents will be able to discuss their student's progress as well as learn about what their son or daughter's teacher is teaching in their classroom. At each of these meetings parents will be taught how to access student information via the school information system as well as learning experiences on how to communicate with their children about school work.

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)

Parents will be invited to volunteer at SLMS. The volunteer program will provide parents with the opportunity to participate directly in the daily operations at SLMS. Parents will communicate directly with teachers using their student's planner concerning their individual deficits and achievements. Faculty will personally contact each of their student's parents at least once a semester. The Remind101 system and email system will be used to effectively communicate with parents on a day-to-day basis.

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)

The Principal of SLMS will participate in a professional learning opportunity entitled "Becoming and Invitational Leader." The principal will provide the faculty and staff professional development during the school-year that will encourage teachers to value and respect the contributions of parents. The faculty and administration will work together to put systems in place that will strengthen the ties between parents and the faculty and staff at SLMS.

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)

SLMS will continue to support the Boys and Girls Club an after-school program for students in Slocomb. SLMS will pursue grants that will help establish a Parent Resource Center. SLMS will also identify families who are considered homeless and provide any assistance available through other federal funds. SLMS also provides and receives direct support through the federal migrant program. This program provides students who are considered migrant the opportunity to receive support in the pursuit of educational achievement.

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)

The school will enlist the help of the Migrant liaison to ensure that all documents are correctly translated and make it home to the parents of ELL 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)

Parents have the opportunity to attend Awards Day, open-house, celebrations, and sport events. These events are scheduled at the

convenience of the parents.

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.

Each faculty member supports English Language, migratory students as well as students with exceptionalities by providing the appropriate communication to the students' parents or guardians. Administration ensures that all students have received the proper information in a format that their parents can easily understand.