

ACIP

Rosa A. Lott Middle School

Mobile County Board of Education

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

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	19

ACIP Assurances

Introduction.....	21
ACIP Assurances.....	22

2018-2019 Goals and Plans for ACIP

Overview.....	25
Goals Summary.....	26
Goal 1: Goal 3 Provide digital tools and resources to all educators and students (All educators and students will have digital access to a comprehensive viable infrastructure when adn where they need it).....	27
Goal 2: Goal 4 Prepare and support students through student support services.....	27
Goal 3: Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction and Assessment for all core content areas.....	29
Goal 4: Goal 2- Prepare and support teachers to graduate college and career ready students.....	33
Activity Summary by Funding Source.....	36

Stakeholder Feedback Diagnostic

Introduction.....	42
Stakeholder Feedback Data.....	43
Evaluative Criteria and Rubrics.....	44
Areas of Notable Achievement.....	45
Areas in Need of Improvement.....	46
Report Summary.....	47

Title I Schoolwide Diagnostic

Introduction.....	49
Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)).....	50
Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)).....	54

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))	82
Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))	83
Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))	84
Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))	86
Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))	87
Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))	88
Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))	90
Component 10: Evaluation (Sec.1114(b)(3)):	93

Coordination of Resources - Comprehensive Budget

Introduction	96
FTE Teacher Units	97
Administrator Units	98
Assistant Principal	99
Counselor	100
Librarian	101
Career and Technical Education Administrator	102
Career and Technical Education Counselor	103
Technology	104
Professional Development	105
EL Teachers	106

Instructional Supplies.....	107
Library Enhancement.....	108
Title I.....	109
Title II.....	110
Title III.....	111
Title IV.....	112
Title V.....	113
Career and Technical Education-Perkins IV.....	114
Career and Technical Education-Perkins IV.....	115
Other.....	116
Local Funds.....	117

Parent and Family Engagement

Introduction.....	119
Parent and Family Engagement.....	120

Executive Summary

Introduction

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

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

Description of the School

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

Lott Middle School is a rural school in Citronelle, Alabama. It is located in the northern part of Mobile County. Currently, the school enrollment as of August 2018 is 503 students (increase of 16 students from the 2017-2018 school year and an increase of 59 students from the 2016-2017 school year). Lott Middle School serves students in grades 6, 7 and 8.

Currently, we have 146 - 6th grade students, 183 - 7th grade students, and 174 - 8th grade students. These students are made up of 255 males and 248 females. Lott Middle School's feeder schools are Mc-David Jones Elementary School and Calcedaever Elementary School. The majority of Lott Middle School's eighth grade students attend the local high school, Citronelle High School. Lott Middle School is a diverse community: 61% of the students are white, 19% of the students are black, 17% of the students are Native American, 2% of the students are Hispanic and .002% of the students are Asian or Other. Lott Middle School employs 1 Principal, 1 Assistant Principal, 1 Counselor, 1 Librarian, 1 Facilitator/Elective, 4 Math Teachers, 4 ELA Teachers, 3 Social Studies Teachers, 4 Science Teachers, 3 Elective Teachers, 2 Physical Education Teachers, 3 Special Education Teachers, 3 Special Education Paraprofessionals, 1 Retracted Paraprofessional, and 1 Nurse, for a total of 33 faculty and staff members. The 33 faculty members include a demographic make-up of 70% of faculty is White, 18% of the faculty is Black, and 9% of the faculty is Native American and 3% of the faculty is Hispanic. The staff at Lott Middle School is made up of 1 Book keeper, 1 Registrar, 5 Custodians, 1 shared Plant Engineer, and 5 Cafeteria Workers that include a demographic make-up of 54% of staff is White, 38% of the staff is Black, and 7% of the staff is Native American.

100% of our students at Lott Middle School receive free lunch for the 2018-2019 school year through a federal program for Mobile County Public School System. The program is funded by the U.S.D.A. and is no cost to Lott Middle or the MCPSS.

Lott Middle School strives to make every effort to work with parents and the community in meeting the requests as related to their involvement and their child's education. Lott Middle School has a Parental Involvement Plan that describes how Lott Middle School involves our parents and our community in the process of implementing effective parental involvement activities to improve student academic achievement and school performance. This policy which includes parental activities and procedures is developed and agreed upon using meaningful data and input from parents of all students and distributed to all parents.

As of the 2018 -2019 school year, Lott Middle School's Principal, Jason Golden will return for his fourth year as administrator, and Melissa Whigham, assistant principal will begin her second year at Lott Middle.

Our goal is to create a culture that embraces change and promotes continuous student achievement. We support and encourage a partnership between the school, the families, and the community members in order to increase student success and achievement.

Executive Summary

Rosa A. Lott Middle School

ACIP

Rosa A. Lott Middle School

SY

School's Purpose

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

The mission of Lott Middle School is to promote a safe and positive environment conducive for all students to learn. Each student will be nurtured with rigorous and relevant instruction to foster life-long learning. This will be accomplished by a caring and encouraging faculty and staff along with parental and community support.

The vision of Lott Middle School is to prepare all of our students to enter high school ready to succeed at a level of excellence to be college and career ready.

The motto at Lott Middle School is to Be Positive, Be On-Time so we can Be Successful.

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

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

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

Lott Middle School teachers attend content grade level collaboration as well as across grade level collaboration and monthly scheduled meetings to discuss the data from the Scantron Reading, Math, and Science scores, STAR Reading in 6th grade, PST referrals, course failures, and end of quarter tests (EQT's). Benchmark indicators are given for each of these benchmark testing periods and used to evaluate

SY 2018-2019

students to determine which students need additional time and support. Teachers focus on students who are not being successful in mastering a particular skill. Student data and academic progress are used to plan intervention opportunities with the school day as well as the extended day. Strategies are identified and action plans are developed to provide opportunities for improvement and to identify the specific needs of at risk students.

Notable Achievements and Areas of Improvement

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

Lott Middle School's notable achievements include a new building that was just completed in August of 2016. The students and teachers started the 2016-2017 school year in the new Lott Middle School. The school is complete with a regulation size gym for middle school, science labs, a computer lab, along with many up to date technology features. In addition to the new facilities, Lott Middle School has also seen an increase in student enrollment. Enrollment has increased from 444 students at the start of the 2016-2017 school year to 503 students this current year, 2018-2019. In addition to an increase of students, Lott Middle has been able to add additional faculty due to the increase in student numbers. We now employ an additional teacher our English/Language Arts, Math, and Science departments. Lott Middle became an Imagine Nation 2017-2018 Beacon School through their Think Through Math program, and we have added a Collaboration Lab for our STEM program.

While Lott Middle School's reading and math scores show improvement, there is still room for growth. In order to achieve the growth needed, Lott Middle School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The embedded intervention occurs during the school day by a team of Intervention teachers and students are required rather than invited to devote the extra time and secure the extra support for learning. Our goal is to meet the needs of all our students and identify any student who is struggling at an early stage. Intervention will provide informal and formal support continuously until students are proficient based on their needs and / or until they reach grade level.

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

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

Additional Information

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

All Lott Middle School teachers are certified and licensed and must follow grading parameters that are established by Curriculum and Instruction. The parameters are available on the MCPSS website. The grading parameters are set up to provide a framework for distributing assessments among designated categories. This helps to ensure the quarterly grades to be well balanced and reflect a more accurate measure of each child's learning. Teachers utilize data sources from, but not limited to, End of Quarter test (EQT's), STAR Reading and STAR Math (6th Grade only), Scantron scores, course failures, and PST referrals.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The principal at Lott Middle School appointed the members of the school's leadership team which included the department chairs for English Language Arts and Math, the Media Specialist and Technology teacher. He also appointed to the committee, the Assistant Principal, Counselor and Title One Facilitator. In addition to the faculty, the Principal also chose three parents to be on the committee that reflected the demographics of Lott Middle School Students. Finally, the committee included the School Improvement Specialist and the ELL representative for Lott Middle School.

Lott Middle School's Leadership Team met on August 29, 2018 to discuss effective instruction using instructional tools such as Think Through Math, Moby Max, USA Testprep, Edgenuity and STEM to promote higher academic expectations and positive relationships focused on rigor, relevance, and relationships for all teachers and students. This plan will provide opportunities for academic growth across the instructional curriculum that will cross over into each core area for professional learning, collaboration, and growth focused on high quality instruction and increased student learning. Additional meetings were held after school hours to discuss individual roles and responsibilities, process changes (to ACIP), data analysis, due dates, and future meeting dates.

Lott Middle School has a written Parent and Family Engagement Policy that is incorporated into our Continuous Improvement Plan. This plan describes how Lott Middle School involves our parents in the process of implementing effective parental involvement activities to improve student academic achievement and school performance. This policy which includes parental activities and procedures is developed and agreed upon using meaningful data and input from parents of all students and distributed to all parents.

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

Lott Middle School will offer a Meet the Teacher Day, Open House and Parent meetings wherein parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.

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

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

ACIP

Rosa A. Lott Middle School

Jason Golden- Principal- Responsible for leading the school leadership team, the ACIP process, and supporting the process towards success.

Melissa Whigham- Assistant Principal- Responsible for supporting the school leadership, the ACIP process and all aspects of the schools operation

Rhonda Harrison- Intervention/Title One- Collection of data and reporting on ACIP process

Heather Byrd- Counselor- Supports students and teachers, responsible for the Kuder program

Stephen Key- Technology- Provides technology support to students and teachers.

Rebecca James- Media Specialist- Provides technology and media support to students and teachers

Tanisha Boyd- Language Arts Teacher- Serves as the Language Arts Department Chair and provides information and data for the ACIP process

Rebecca Weed- Math Teacher- Serves as the Math Department Chair and provides information and data for the ACIP process

Alisha Byrd- Parent Representative- Serves as a parent representative for the ACIP process

Antigone Brown- Parent Representative- Serves as a parent representative for the ACIP process

Stephanie Weaver- Parent Representative- Serves as a parent representative for the ACIP process

Karen H. Dawson- Federal Programs, SIS- Provides the local Title I Facilitator and the school support throughout the ACIP process

Carmen Ortiz-Bounds- ELL Resource Teacher- Provides the local school, teachers and EL students support, and provides information for the ACIP 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 Continuous Improvement Plan committee members, including parents, met to collaboratively examine and analyze a wide array of 2017-2018 test results including, but not limited to Scantron Performance Test, and other patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress, the 2017-2018 School Incidence Report (SIR), Attendance Reports, PST Reports, Intervention students and Course failures, and school demographic data. The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (ACIP). We broke into subcommittees, including parents and community stakeholders, to determine our Needs Assessment for language arts, math, other core subjects and our school climate and school culture. When the draft was completed, this information was shared with the faculty and staff for their input for modifications and revisions. After the revisions, the ACIP was once again reviewed by the ACIP Committee and then submitted to the Principal for approval. Following the principal's approval, the final ACIP is submitted electronically for peer review of ASSIST by all divisions of Central Office. Feedback Reports on ASSIST will be provided back to the school in order to make necessary revisions before electronically submitting the final copy to the Superintendent for Board Approval. The final ACIP is shared with parents through Lott Middle's school website, a copy is maintained in the school's office and through the Leadership teams quarterly meetings.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	2017-2018 Scantron Performance Test Scores are attached.	2017-2018 Scantron Reading Scores 2017-2018 Scantron Math Scores 2017-2018 Scantron Science Scores

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

The 2017- 2018 school year was the first year the State of Alabama used Scantron testing, therefore there is no comparison to the previous year. Based on the 2017-2018 Scantron Performance Testing scores, Lott Middle School had 52% of its students Above or Far Above in the area of Reading and 59% of its students Above or Far Above in the area of Math.

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

Since 2014, Lott Middle School has shown progress in Math overall. School wide, Lott Middle had 21% proficient in 2014, 16% proficient in 2015, 27% proficient in 2016 and 38% proficient 2017 and 59% proficient in 2018. This increase is attributed to student engagement in authentic lessons from AMSTI and CMP3, Imagine Learning (Think Through Math) and teacher instruction.

Which area(s) indicate the overall highest performance?

While growth in Math was seen school wide, 8th grade math saw the most growth increasing 14% points. This can be contributed to the Think Through Math program, CMP3, AMSTI and teacher instruction.

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

While growth in Math was seen school wide, the subgroup that shows a trend in increasing performance is the group identified as multiracial. This subgroup showed gains of 163 pts. overall from fall 2017 to spring 2018 with 75% of the students in this subgroup meeting his or her target goal. Out of 24 students, 18 are scoring above or far above in Math. This can be contributed to the Think Through Math program, CMP3, AMSTI and teacher instruction.

Between which subgroups is the achievement gap closing?

According to the 2017-2018 Scantron Performance Test, the subgroup that is trending towards closing the achievement gap in Reading and Math was the African American students. From the fall of 2017 to the spring of 2018, they increased 125 points in Reading with 55% of them meeting their target goal. Out of 66 students, 36 are above or far above proficiency in Reading. In Math the trend is similar. This subgroup increased 122 points from fall to spring with 31 of the 66 students scoring above or far above proficiency. 47% of these students met his or her target goal.

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

The increase in Lott Middle's overall Math scores on the Scantron Performance Test are also consistent with the data from Imagine Learning SY 2018-2019

(Think Through Math) and classroom performance.

Areas in Need of Improvement

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

According to the Scantron Performance Test, Lott Middle's gains in Reading was 86 points. While 52% of the student body met their Reading target goal, out of 454 student only 234 scored above or far above proficiency and 220 students scored below or far below proficiency.

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

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

Which area(s) indicate the overall lowest performance?

Based on the 2017-2018 Scantron Performance Test, the area that indicated the overall lowest performance was 7th grade reading. The 7th grade students showed a gain of 61 points with 72 of 164 students testing above or far above proficiency. Only 44% of the students in the 7th grade met his or her target goal.

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

The subgroup that showed a trend toward decreasing performance was the Multiracial students. The Multiracial students showed a growth of 69 points in Reading from fall 2017- to spring 2018. Out of 24 students, 12 tested above or far above proficiency in reading while 50% met his or her target goal.

Between which subgroups is the achievement gap becoming greater?

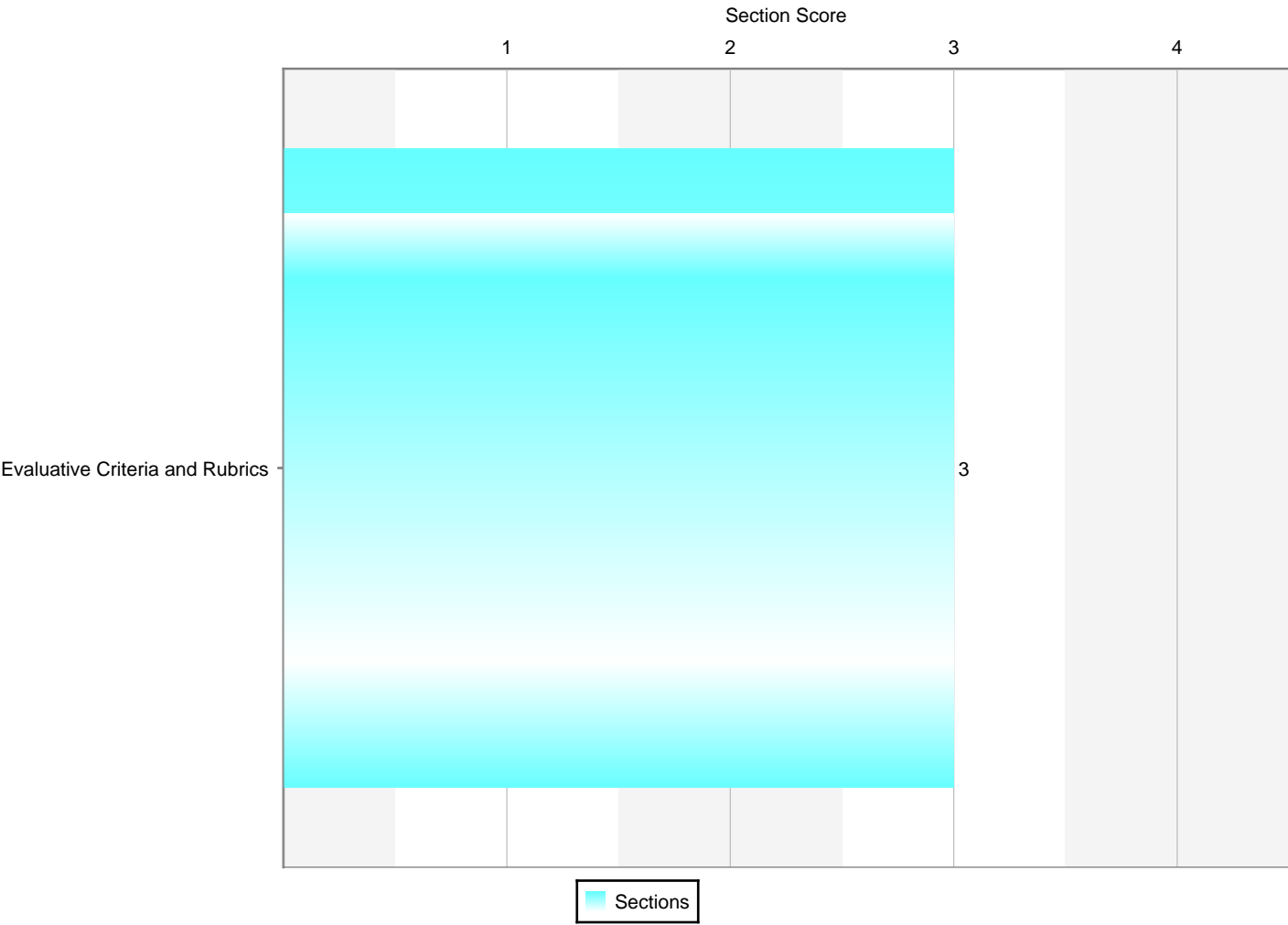
The achievement gap in Reading is becoming greater between the African American students 55% proficient and the Multiracial students which are 50% proficient.

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

In the area in need of improvement, the Scantron Performance Testing scores are somewhat consistent with the EQT data collected at the end of each quarter. The Moby Max program, which supports Lott Middle's reading program did not provide the data needed to make this determination.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The ACIP (Continuous Improvement Plan) committee met in September to discuss and analyze the 2017-2018 Scantron Performance data. Our school's current data focuses on overall student performance, growth in proficiency, participation rates, and demographic information. This data is used to make predictions to meet the needs of all students in order to promote student success across all content areas. This plan will support teacher planning and delivery of instruction to engage students in all academic areas to ensure academic growth.	Assurance 1 Signature Page

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

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

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Lott Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Every Student Succeeds Act, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school 2018 - 2019 school year.	Assurance 5 Signature Page 2018-2019 Parent Compact

2018-2019 Goals and Plans for ACIP

Overview

Plan Name

2018-2019 Goals and Plans for ACIP

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	Goal 3 Provide digital tools and resources to all educators and students (All educators and students will have digital access to a comprehensive viable infrastructure when and where they need it)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$15030
2	Goal 4 Prepare and support students through student support services	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$47506
3	Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction and Assessment for all core content areas	Objectives: 5 Strategies: 5 Activities: 17	Academic	\$1768496
4	Goal 2- Prepare and support teachers to graduate college and career ready students	Objectives: 3 Strategies: 3 Activities: 4	Organizational	\$29882

Goal 1: Goal 3 Provide digital tools and resources to all educators and students (All educators and students will have digital access to a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. by 05/24/2019 as measured by Data Usage Reports and Transform2020 Survey Results: Teachers, Students, Administrators, Parents.

Strategy 1:

Professional Development - Teachers will attend and support high-quality and appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment.

Category: Develop/Implement Professional Learning and Support

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Professional Development Subs, Instructional and Instructional Equipment)	Academic Support Program	08/06/2018	05/24/2019	\$15030	Title I Schoolwide, Title I Schoolwide, State Funds	Teachers and Administrators

Goal 2: Goal 4 Prepare and support students through student support services

Measurable Objective 1:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high quality instruction by 05/24/2019 as measured by increasing attendance from 93% to 96%; analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended learning opportunities.

Strategy 1:

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

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

Research Cited: CCSS, CCRS, RTI

Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lott Middle School's Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. (Extended Day Stipends, Extended Day Bus Driver's Stipend, Extended Day Transportation)	Academic Support Program	08/14/2018	05/16/2019	\$13500	Title I Schoolwide	Administrators, Teachers, Extended Day Teachers
Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST is a school-based team composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Administrators, Teachers, Counselor
Activity - Retract	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In accordance with the school's discipline plan, students will be placed or assigned to retract for behaviors that do not warrant an out of school suspension. This is in an effort to keep students on campus continuing to complete academic lessons. (Retract Paraprofessional)	Academic Support Program	08/06/2018	05/24/2019	\$32057	Title I Schoolwide	Administrators, Retract Paraprofessional
Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered quarterly incentives to encourage attendance at school.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Administrators, teachers, registrar

Measurable Objective 2:

collaborate to increase opportunities and innovative ways to serve and engage parents in order to enhance academic growth for students by 05/24/2019 as measured by parent sign in sheets, volunteer logs, and school-to-home and home-to-school connections.

Strategy 1:

Parent Engagement - Lott Middle School will create a Parent and Family Engagement Plan that will guide our efforts in providing information and opportunities for our

parents to be involved in their children's academic endeavors. This plan will be accomplished by a committee that includes both school faculty and parents.

Category: Other - Family and Parent Engagement Program

Research Cited: SREB

Activity - Parent and Family Engagement Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lott Middle leadership team, which includes parents, will plan, create and implement a Parent and Family Engagement Plan that will address the needs of parents and their children's academic needs	Parent Involvement	08/06/2018	05/24/2019	\$1949	Title I Schoolwide	Administrator s, teachers, parent leadership

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

Measurable Objective 1:

100% of All Students will increase student growth by 3% from 52% to 55% in College and Career Ready Standards in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson.	Academic Support Program	08/06/2018	05/24/2019	\$950	Title I Schoolwide	Administrator s, Language Arts teachers, Intervention teachers, Extended Day teachers

Activity - Scantron Performance Series Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Rosa A. Lott Middle School

ELA Teachers will administer Scantron Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Copiers)	Academic Support Program	08/20/2018	05/24/2019	\$279095	Other, Title I Schoolwide	Administrator s, ELA Teachers
--	--------------------------	------------	------------	----------	---------------------------	-------------------------------

Activity - STAR testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade ELA Teachers will administer STAR Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Library)	Academic Support Program	08/06/2018	05/24/2019	\$5413	State Funds, Title I Schoolwide	Administrator s, ELA teachers

Activity - USA Testprep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
USA Testprep is a web-based program designed to cover English Language Arts and Reading content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	10/01/2018	05/24/2019	\$1050	Title I Schoolwide	Administrator s, Language Arts Teachers, Intervention Teachers, Extended Day Teachers

Activity - Writing Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	All English Language Arts teachers

Activity - EQT Required Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers (grades 6-12) will include 3 to 5 district created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district-wide proficiency.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	All English Language Arts Teachers

Measurable Objective 2:

100% of All Students will increase student growth by 3% from 58% to 61% in College and Career Ready Standards in Mathematics by 05/24/2019 as measured by Scantron Performance Series Assessment.

Strategy 1:

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

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Imagine Learning (Think Through Math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	08/06/2018	05/24/2019	\$6450	Title I Schoolwide	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers
Activity - Scantron Series Performance Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students, school-wide, will take the Scantron Performance Series Mathematics assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$1470169	State Funds, No Funding Required	All teachers, administrators, and staff members
Activity - EQT Required Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers (required courses) will include 3-5 district-created questions on the EQT's that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district-wide proficiency.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	All Math Teachers
Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks during classroom activities.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	All Mathematics Teachers

Measurable Objective 3:

100% of Seventh grade students will increase student growth by 100 points collectively in Science by 05/24/2019 as measured by Scantron Series Performance Science Assessment.

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Scantron Series Performance Science Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 7th grade students will take the Scantron Performance Series Science assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0	No Funding Required	Administrators and 7th Grade Science teachers

Activity - Argument Driven Inquiry Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard as measured by Claims, Evidence, Reasoning (CERs) and/or Argument Driven Inquiry (ADI) lab reports.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	7th Grade Science Teacher

Activity - STEM Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in STEM activities in the collaboration lab. Activities will include STEM lessons such as web-quest, Nearpod lessons, robotics activities such as VEX Robotics, Coding (Scratch.mit.edu), 3-D design using Solidedge software, Minecraft Education, curriculum based drone activities, in addition 3-D printing activities (Carry Over Money)	Academic Support Program	08/08/2018	05/24/2019	\$5369	Title I Schoolwide	Science teachers and administration

Measurable Objective 4:

100% of All Students will demonstrate a proficiency in effectively and responsibly using standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/24/2019 as measured by Principal/Teacher PBL Snapshot Survey, paper and hardcopy usage data and student achievement data.

Strategy 1:

Engage and Empower the learner through technology - Expand accessibility and quantity of free or district provided, high-quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: NETS-S 2, CCRS Literacy Standards; Plan2020 p. 14, 24, 26, 54, 78-79

Activity - NearPod	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use NearPod to support and enhance student learning and engagement in their daily lessons.	Technology	08/06/2018	05/24/2019	\$0	No Funding Required	Administrators and All teachers

Activity - Kuder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement.	Technology	08/06/2018	09/24/2018	\$0	No Funding Required	Administrators, Teachers, Counselor

Measurable Objective 5:

100% of English Learners students will increase student growth by 2 data points in Reading by 05/24/2019 as measured by on the ACCESS for ELL's.

Strategy 1:

Academic Support - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English language learners will increase proficiency by receiving appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	All teachers, Administrators, EL staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the school year, teachers of English learners will engage in a minimum of one professional learning session lead by the EL staff, with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier I instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0	No Funding Required	All teachers, Administrators, ESL staff

Goal 4: Goal 2- Prepare and support teachers to graduate college and career ready students

Measurable Objective 1:

demonstrate a behavior of quality, effective and engaging instruction from teachers who are able to attend professional development opportunities that targets the best instructional impact on student learning and success by 05/24/2019 as measured by progress checks that will allow for timely analysis of student data to enable teachers to modify and adjust instruction during the unit based on results from ongoing quick progress checks aligned with Scantron data.

Strategy 1:

Professional Learning - Teachers will engage in professional development to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs.

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

Research Cited: CCSS, CCRS

Activity - Teacher Collaboration Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning opportunities that encourages collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations (Professional Development Stipends, Registration, Conference out of State)	Academic Support Program	08/06/2018	05/24/2019	\$11168	Title I Schoolwide	Administrator s, teachers

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Administrator s and Department heads

Measurable Objective 2:

demonstrate a behavior that indicates the positive impact of the Alabama New Teacher Mentoring Program by 05/24/2019 as measured by sign in sheets, agendas and PLCIA's.

Strategy 1:

Alabama New Teacher Mentoring Program - Novice teachers will attend the Alabama New Teacher Academy and be assigned a mentor in order to impact the learning and working environment.

Category: Develop/Implement Learning Supports

Research Cited: CCRS, CCSS

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be assigned a mentor to guide and instruct him or her on a weekly basis in order for that new teacher to build confidence and knowledge about how to best impact student growth.	Recruitment and Retention	08/06/2018	05/24/2019	\$0	No Funding Required	Administrator s, New teachers, Veteran teachers

Measurable Objective 3:

increase student growth through the use of technology and digital resources to Utilize standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning and creativity in all learning environments by 05/24/2019 as measured by Administrator snapshots, Usage reports and student achievement data.

Strategy 1:

Support Professional Learning - Teachers will engage in professional development designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS-Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80

ACIP

Rosa A. Lott Middle School

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Instruction Materials and Supplies)	Academic Support Program	08/06/2018	05/24/2019	\$18714	Title I Schoolwide, State Funds, State Funds	Administrators, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day	Lott Middle School's Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. (Extended Day Stipends, Extended Day Bus Driver's Stipend, Extended Day Transportation)	Academic Support Program	08/14/2018	05/16/2019	\$13500	Administrators, Teachers, Extended Day Teachers
STAR testing	6th grade ELA Teachers will administer STAR Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Library)	Academic Support Program	08/06/2018	05/24/2019	\$3000	Administrators, ELA teachers
USA Testprep	USA Testprep is a web-based program designed to cover English Language Arts and Reading content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	10/01/2018	05/24/2019	\$1050	Administrators, Language Arts Teachers, Intervention Teachers, Extended Day Teachers
Professional Development	The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Professional Development Subs, Instructional and Instructional Equipment)	Academic Support Program	08/06/2018	05/24/2019	\$2500	Teachers and Administrators

Moby Max	Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson.	Academic Support Program	08/06/2018	05/24/2019	\$950	Administrator s, Language Arts teachers, Intervention teachers, Extended Day teachers
Parent and Family Engagement Plan	Lott Middle leadership team, which includes parents, will plan, create and implement a Parent and Family Engagement Plan that will address the needs of parents and their children's academic needs	Parent Involvement	08/06/2018	05/24/2019	\$1949	Administrator s, teachers, parent leadership
Scantron Performance Series Assessment	ELA Teachers will administer Scantron Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Copiers)	Academic Support Program	08/20/2018	05/24/2019	\$3000	Administrator s, ELA Teachers
Professional Development	The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Professional Development Subs, Instructional and Instructional Equipment)	Academic Support Program	08/06/2018	05/24/2019	\$5000	Teachers and Administrator s
Professional Development	The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Instruction Materials and Supplies)	Academic Support Program	08/06/2018	05/24/2019	\$3000	Administrator s, teachers
Teacher Collaboration Opportunities	Teachers will participate in professional learning opportunities that encourages collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations (Professional Development Stipends, Registration, Conference out of State)	Academic Support Program	08/06/2018	05/24/2019	\$11168	Administrator s, teachers

ACIP

Rosa A. Lott Middle School

Imagine Learning (Think Through Math)	Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	08/06/2018	05/24/2019	\$6450	Administrator s, Math Teachers, Intervention Teachers, Extended Day Teachers
Retract	In accordance with the school's discipline plan, students will be placed or assigned to retract for behaviors that do not warrant an out of school suspension. This is in an effort to keep students on campus continuing to complete academic lessons. (Retract Paraprofessional)	Academic Support Program	08/06/2018	05/24/2019	\$32057	Administrator s, Retract Paraprofessional
STEM Activities	Students will engage in STEM activities in the collaboration lab. Activities will include STEM lessons such as web-quest, Nearpod lessons, robotics activities such as VEX Robotics, Coding (Scratch.mit.edu), 3-D design using Solidedge software, Minecraft Education, curriculum based drone activities, in addition 3-D printing activities (Carry Over Money)	Academic Support Program	08/08/2018	05/24/2019	\$5369	Science teachers and administration
Total					\$88993	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scantron Performance Series Assessment	ELA Teachers will administer Scantron Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Copiers)	Academic Support Program	08/20/2018	05/24/2019	\$276095	Administrator s, ELA Teachers
Total					\$276095	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Instruction Materials and Supplies)	Academic Support Program	08/06/2018	05/24/2019	\$13455	Administrator s, teachers

ACIP

Rosa A. Lott Middle School

STAR testing	6th grade ELA Teachers will administer STAR Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Library)	Academic Support Program	08/06/2018	05/24/2019	\$2413	Administrators, ELA teachers
Scantron Series Performance Assessment	All students, school-wide, will take the Scantron Performance Series Mathematics assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$1470169	All teachers, administrators, and staff members
Professional Development	The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Instruction Materials and Supplies)	Academic Support Program	08/06/2018	05/24/2019	\$2259	Administrators, teachers
Professional Development	The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Professional Development Subs, Instructional and Instructional Equipment)	Academic Support Program	08/06/2018	05/24/2019	\$7530	Teachers and Administrators
Total					\$1495826	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kuder	Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement.	Technology	08/06/2018	09/24/2018	\$0	Administrators, Teachers, Counselor
EQT Required Questions	All mathematics teachers (required courses) will include 3-5 district-created questions on the EQT's that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district-wide proficiency.	Academic Support Program	08/06/2018	05/24/2019	\$0	All Math Teachers
Writing Portfolio	All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments.	Academic Support Program	08/06/2018	05/24/2019	\$0	All English Language Arts teachers
EQT Required Questions	All English Language Arts teachers (grades 6-12) will include 3 to 5 district created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district-wide proficiency.	Academic Support Program	08/06/2018	05/24/2019	\$0	All English Language Arts Teachers

Mentoring	New teachers will be assigned a mentor to guide and instruct him or her on a weekly basis in order for that new teacher to build confidence and knowledge about how to best impact student growth.	Recruitment and Retention	08/06/2018	05/24/2019	\$0	Administrators, New teachers, Veteran teachers
Attendance	Students will be offered quarterly incentives to encourage attendance at school.	Academic Support Program	08/06/2018	05/24/2019	\$0	Administrators, teachers, registrar
Monitoring Strategies	Administrators will monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks	Academic Support Program	08/06/2018	05/24/2019	\$0	Administrators and Department heads
Argument Driven Inquiry Labs	Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard as measured by Claims, Evidence, Reasoning (CERs) and/or Argument Driven Inquiry (ADI) lab reports.	Academic Support Program	08/06/2018	05/24/2019	\$0	7th Grade Science Teacher
PST	PST is a school-based team composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties.	Academic Support Program	08/06/2018	05/24/2019	\$0	Administrators, Teachers, Counselor
Scantron Series Performance Science Assessment	All 7th grade students will take the Scantron Performance Series Science assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0	Administrators and 7th Grade Science teachers
Professional Development	During the school year, teachers of English learners will engage in a minimum of one professional learning session lead by the EL staff, with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier I instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0	All teachers, Administrators, ESL staff
Mathematics Design Collaborative	Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks during classroom activities.	Academic Support Program	08/06/2018	05/24/2019	\$0	All Mathematics Teachers
Provide personalized instruction for EL students	English language learners will increase proficiency by receiving appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0	All teachers, Administrators, EL staff
NearPod	Teachers will use NearPod to support and enhance student learning and engagement in their daily lessons.	Technology	08/06/2018	05/24/2019	\$0	Administrators and All teachers
Scantron Series Performance Assessment	All students, school-wide, will take the Scantron Performance Series Mathematics assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0	All teachers, administrators, and staff members
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2018 Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Based on the current Parent Survey data from 2017-2018, Lott Middle had 17 parents participate in the survey, therefore the data cannot be trusted as a valid view of all parents for our total student population. However, there were five areas that were the highest scored areas and they all scored 4.29. They are: 1. Our School's purpose statement is clearly focused on student success. 2. My child knows the expectations for learning in all classes. 3. Our school provides adequate supply of learning resources that are current and in good condition. 4. Our school provides students with access to a variety of information resources to support their learning. 5. Our school provides opportunities for students to participate in activities that interest them.

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

After comparing the 2017 Parent survey with the 2018 Parent Survey, again there were five areas that show a trend toward increasing stakeholder satisfaction or approval. 1. All of my child's teachers meet his/her learning needs by individualizing instruction. 2. My child is given multiple assessments to measure hi/her understanding of what was taught. 3. Our school provides adequate supply of learning resources that are current and in good condition. 4. Our school provides opportunities for students to participate in activities that interest them. 5. My child is prepared for success in the next school year.

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

Based on the surveys (2017 teacher, student surveys), one area that is consistent with finding from other stakeholder feedback sources is that there are high expectations of the students by the faculty and staff.

Areas in Need of Improvement

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

According to the 2018 Parent survey, the area that scores the lowest was number 6. All of my child's teachers keep me informed regularly of how my child is being graded.

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

With the small sample of parents that participated in the survey, this question cannot be answered with validity. Although, the area with the strongest decline was My child sees a relationship between what is being taught and his/her everyday life.

What are the implications for these stakeholder perceptions?

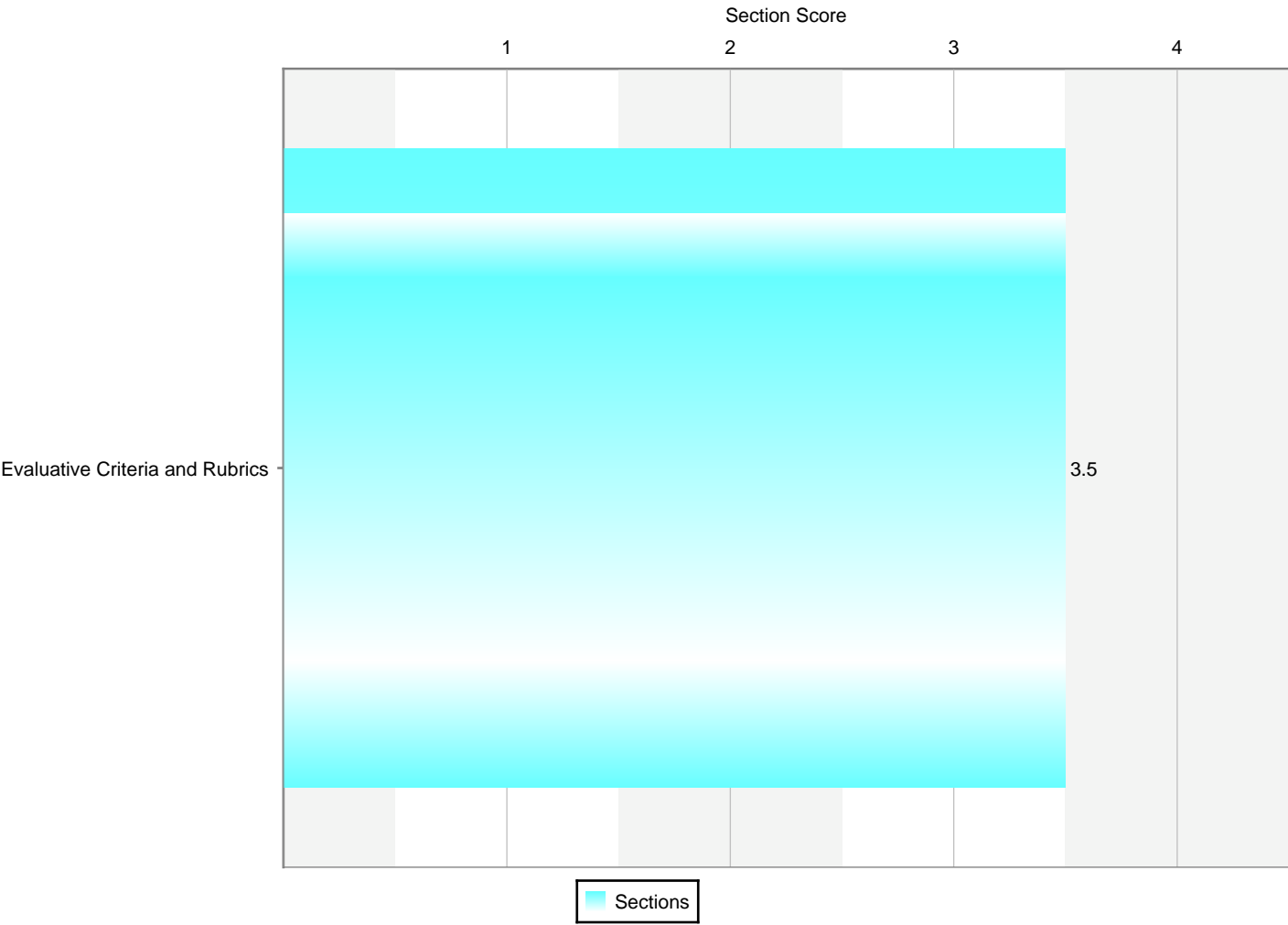
Lack of knowledge in technologies available to teachers and students may affect student learning.

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

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

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The Continuous Improvement Plan (ACIP) committee members, including parents, met in September to collaboratively examine and analyze a wide array of 2017-2018 test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress; the 2017-2018 School Incidence Report (SIR), attendance reports, PST documentation, course failures, school demographic data, and other local data. The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (ACIP). We broke into subcommittees to determine the Needs Assessment for English Language Arts (ELA), Math, Science, and School Culture. Lott Middle teachers attend grade level meetings and departmental meetings to discuss End of Quarter (EQT's), ACT Aspire Test Results and other data. Teachers focus on students who are not proficient in mastering particular skills. Strategies are identified and action steps are developed to provide opportunities for improvement and to identify the specific needs of non-proficient students. Departmental/Grade Level meeting time is utilized to determine student needs and to monitor student improvement. Lott Middle School's faculty and staff collaborate and share data on a formal and informal basis.

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

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

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

What were the results of the comprehensive needs assessment?

As a result of the comprehensive needs assessment, our needs reflect to promote higher academic expectations and focused on rigor, relevance, and relationships for all teachers and students with an emphasis in Math, Reading, and ELA according to our 2017-2018 Scantron Series Performance data. The following data and progress levels summarize aggregate performance of students for Lott Middle School against the Scantron readiness levels. The Scantron readiness levels are made up of the first level is the FAR ABOVE.

This is the level where students are well above the ready level and are proficient. The second level is the ABOVE Level. The ABOVE level is
SY 2018-2019

the percentage of students who are at or above proficiency level. The third level is the BELOW level. The BELOW level is the percentage of students who are considered close to the proficiency level. The last level is the FAR BELOW level. This is the percentage of students who are below the proficiency level and need intensive, additional, instructional support.

The following data results reflect the 2017-2018 Lott Middle School Scantron Series Performance data that was administered in the Spring of 2018:

6th Grade READING: 142 Students tested

Far Above- 10%

Above- 43%

Below-32%

Far Below-15%

7th GRADE READING: 164 Students tested

Far Above- 10%

Above- 34%

Below- 35%

Far Below- 21%

8th GRADE READING: 148 Students tested

Far Above- 15%

Above- 44%

Below- 32%

Far Below- 9%

6th Grade MATH: 142 Students tested

Far Above- 4%

Above- 37%

Below- 46%

Far Below- 13%

7th GRADE MATH: 164 Students tested

Far Above- 21%

Above- 38%

Below- 30%

Far Below- 11%

8th GRADE MATH: 148 Students tested

Far Above- 27%

Above- 47%

Below- 24%

Far Below- 2%

7th GRADE Science: 176 Students tested

Mean Comprehensive Science SS- 2587

Life Science- 2586

Physical Science- 2636

Earth Science- 2544

What conclusions were drawn from the results?

Based on the 2017-2018 Scantron Series Performance test, the programs utilized at Lott Middle School to focus on student achievement have been successful. The Scantron demonstrates growth from fall to spring in both our Reading and Math scores. School-wide growth in Reading was 86 points. The results show that 12% of all students at Lott Middle School fall into the Far Above category and 40% in the Above category. That is a total of 52% of our student who meet or exceed standards. According to the Math scores, 17% of all students fall in the Far Above category and 41% in the Above category. That is a total of 58% of Lott Middle's students who meet or exceed standards.

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

Due to the positive results from the fall to spring Scantron testing, Lott Middle School will continue to utilize the programs already implemented. These programs are for Reading, Moby Max and for Math, Imagine Learning (TTM). This year Lott Middle will add to our Reading instruction and intervention USA Testprep. This program will be utilized in intervention and extended day tutoring. We will continue with our Extended Day tutoring program to move those students scoring in the BELOW and FAR BELOW categories up to the next level. Also in an attempt to help student growth, Lott Middle will emphasize attendance.

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

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

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

Our Needs Assessment dictates our goals that are to embrace effective instruction based on rigorous and relevant expectations for all learners based on the Common Core State Standards and the College and Career Ready Standards, STAR Reading for 6th grade and Imagine Learning Math data and Scantron data as a primary focus. Goals and activities will encompass professional learning, communication, and collaboration to implement and develop shared instructional strategies. Professional learning opportunities and activities will target both the foundations of effective instructions and the foundations of effective leadership that support student success and achievement.

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

Lott Middle is a School-wide Title I School. Technology is used when available to assist the learning of all students. Accommodations are made as needed for children who are at-risk and for students who are disadvantaged. IEP's are followed to ensure special education

students receive the services based on their individual needs. The goals allow students to receive differentiated instruction in multiple ways. The goals also allow students who are disadvantaged to be assessed in a variety of ways according to their individual needs. Disadvantaged students benefit from inclusions, interventions, Extended Day opportunities, and other resources provided by the school. The effort is to close the achievement gaps of students that are disadvantaged.

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

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

Goal 1:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in effectively and responsibly using standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/24/2019 as measured by Principal/Teacher PBL Snapshot Survey, paper and hardcopy usage data and student achievement data.

Strategy1:

Engage and Empower the learner through technology - Expand accessibility and quantity of free or district provided, high-quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: NETS-S 2, CCRS Literacy Standards; Plan2020 p. 14, 24, 26, 54, 78-79

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement.	Technology	08/06/2018	09/24/2018	\$0 - No Funding Required	Administrators, Teachers, Counselor

Activity - Learning.Com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions.	Technology	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teachers, counselor, technology teacher

Measurable Objective 2:

100% of Seventh grade students will increase student growth by 100 points collectively in Science by 05/24/2019 as measured by Scantron Series Performance Science Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Scantron Series Performance Science Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th grade students will take the Scantron Performance Series Science assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Administrators and 7th Grade Science teachers

Measurable Objective 3:

100% of All Students will increase student growth by 3% from 52% to 55% in College and Career Ready Standards in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - USA Testprep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
USA Testprep is a web-based program designed to cover English Language Arts and Reading content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	10/01/2018	05/24/2019	\$1050 - Title I Schoolwide	Administrators, Language Arts Teachers, Intervention Teachers, Extended Day Teachers

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade ELA Teachers will administer STAR Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Library)	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, ELA teachers

Activity - Scantron Performance Series Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers will administer Scantron Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Copiers)	Academic Support Program	08/20/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, ELA Teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson.	Academic Support Program	08/06/2018	05/24/2019	\$950 - Title I Schoolwide	Administrators, Language Arts teachers, Intervention teachers, Extended Day teachers

Measurable Objective 4:

100% of English Learners students will increase student growth by 2 data points in Reading by 05/24/2019 as measured by on the ACCESS for ELL's.

Strategy1:

Academic Support - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will increase proficiency by receiving appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All teachers, Administrators, EL staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the school year, teachers of English learners will engage in a minimum of one professional learning session lead by the EL staff, with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier I instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	All teachers, Administrators, ESL staff

Measurable Objective 5:

100% of All Students will increase student growth by 3% from 58% to 61% in College and Career Ready Standards in Mathematics by 05/24/2019 as measured by Scantron Performance Series Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Imagine Learning (Think Through Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	08/06/2018	05/24/2019	\$6450 - Title I Schoolwide	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers

Activity - Scantron Series Performance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students, school-wide, will take the Scantron Performance Series Mathematics assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All teachers, administrators, and staff members

Goal 2:

Goal 2- Prepare and support teachers to graduate college and career ready students

Measurable Objective 1:

demonstrate a behavior of quality, effective and engaging instruction from teachers who are able to attend professional development opportunities that targets the best instructional impact on student learning and success by 05/24/2019 as measured by progress checks that will allow for timely analysis of student data to enable teachers to modify and adjust instruction during the unit based on results from ongoing quick progress checks aligned with Scantron data.

Strategy1:

Professional Learning - Teachers will engage in professional development to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs.

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

Research Cited: CCSS, CCRS

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators and Department heads

Activity - Teacher Collaboration Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning opportunities that encourages collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations (Professional Development Stipends, Registration, Conference out of State)	Academic Support Program	08/06/2018	05/24/2019	\$11168 - Title I Schoolwide	Administrators, teachers

Measurable Objective 2:

demonstrate a behavior that indicates the positive impact of the Alabama New Teacher Mentoring Program by 05/24/2019 as measured by sign in sheets, agendas and PLCIA's.

Strategy1:

Alabama New Teacher Mentoring Program - Novice teachers will attend the Alabama New Teacher Academy and be assigned a mentor in order to impact the learning and working environment.

Category: Develop/Implement Learning Supports

Research Cited: CCRS, CCSS

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be assigned a mentor to guide and instruct him or her on a weekly basis in order for that new teacher to build confidence and knowledge about how to best impact student growth.	Recruitment and Retention	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, New teachers, Veteran teachers

Measurable Objective 3:

increase student growth through the use of technology and digital resources to Utilize standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning and creativity in all learning environments by 05/24/2019 as measured by Administrator snapshots, Usage reports and student achievement data.

Strategy1:

Support Professional Learning - Teachers will engage in professional development designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS-Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Instruction Materials and Supplies)	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, teachers

Goal 3:

Goal 3 Provide digital tools and resources to all educators and students (All educators and students will have digital access to a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. by 05/24/2019 as measured by Transform2020 Survey Results: Teachers, Students, Administrators, Parents.

Strategy1:

Professional Development - Teachers will attend and support high-quality and appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment.

Category: Develop/Implement Professional Learning and Support

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Professional Development Subs, Instructional and Instructional Equipment)	Academic Support Program	08/06/2018	05/24/2019	\$2500 - Title I Schoolwide \$5000 - Title I Schoolwide	Teachers and Administrators

Goal 4:

Goal 4 Prepare and support students through student support services

Measurable Objective 1:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high quality instruction by 05/24/2019 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended learning opportunities.

Strategy1:

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

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

Research Cited: CCSS, CCRS, RTI

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle School's Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. (Extended Day Stipends, Extended Day Bus Driver's Stipend, Extended Day Transportation)	Academic Support Program	08/14/2018	05/16/2019	\$13500 - Title I Schoolwide	Administrators, Teachers, Extended Day Teachers

ACIP

Rosa A. Lott Middle School

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered quarterly incentives to encourage attendance at school.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teachers, registrar

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In accordance with the school's discipline plan, students will be placed or assigned to retract for behaviors that do not warrant an out of school suspension. This is in an effort to keep students on campus continuing to complete academic lessons. (Retract Paraprofessional)	Academic Support Program	08/06/2018	05/24/2019	\$32056 - Title I Schoolwide	Administrators, Retract Paraprofessional

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST is a school-based team composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, Teachers, Counselor

Measurable Objective 2:

collaborate to provide opportunities and innovative ways to serve and engage parents in order to enhance academic growth for students by 05/24/2019 as measured by school-to-home and home-to-school connections.

Strategy1:

Parent Engagement - Lott Middle School will create a Parent and Family Engagement Plan that will guide our efforts in providing information and opportunities for our parents to be involved in their children's academic endeavors. This plan will be accomplished by a committee that includes both school faculty and parents.

Category: Other - Family and Parent Engagement Program

Research Cited: SREB

Activity - Parent and Family Engagement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle leadership team, which includes parents, will plan, create and implement a Parent and Family Engagement Plan that will address the needs of parents and their children's academic needs	Parent Involvement	08/06/2018	05/24/2019	\$1948 - Title I Schoolwide	Administrators, teachers, parent leadership

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

Goal 1:

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

Measurable Objective 1:

100% of All Students will increase student growth by 3% from 58% to 61% in College and Career Ready Standards in Mathematics by 05/24/2019 as measured by Scantron Performance Series Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Scantron Series Performance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students, school-wide, will take the Scantron Performance Series Mathematics assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All teachers, administrators, and staff members

Activity - Imagine Learning (Think Through Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	08/06/2018	05/24/2019	\$6450 - Title I Schoolwide	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers

Measurable Objective 2:

100% of Seventh grade students will increase student growth by 100 points collectively in Science by 05/24/2019 as measured by Scantron Series Performance Science Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Scantron Series Performance Science Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th grade students will take the Scantron Performance Series Science assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Administrators and 7th Grade Science teachers

Measurable Objective 3:

100% of English Learners students will increase student growth by 2 data points in Reading by 05/24/2019 as measured by on the ACCESS for ELL's.

Strategy1:

Academic Support - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will increase proficiency by receiving appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All teachers, Administrators, EL staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the school year, teachers of English learners will engage in a minimum of one professional learning session lead by the EL staff, with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier I instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	All teachers, Administrators, ESL staff

Measurable Objective 4:

100% of All Students will demonstrate a proficiency in effectively and responsibly using standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/24/2019 as measured by Principal/Teacher PBL Snapshot Survey, paper and hardcopy usage data and student achievement data.

Strategy1:

Engage and Empower the learner through technology - Expand accessibility and quantity of free or district provided, high-quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: NETS-S 2, CCRS Literacy Standards; Plan2020 p. 14, 24, 26, 54, 78-79

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement.	Technology	08/06/2018	09/24/2018	\$0 - No Funding Required	Administrators, Teachers, Counselor

Activity - Learning.Com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions.	Technology	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teachers, counselor, technology teacher

Measurable Objective 5:

100% of All Students will increase student growth by 3% from 52% to 55% in College and Career Ready Standards in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - USA Testprep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
USA Testprep is a web-based program designed to cover English Language Arts and Reading content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	10/01/2018	05/24/2019	\$1050 - Title I Schoolwide	Administrators, Language Arts Teachers, Intervention Teachers, Extended Day Teachers

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade ELA Teachers will administer STAR Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Library)	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, ELA teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson.	Academic Support Program	08/06/2018	05/24/2019	\$950 - Title I Schoolwide	Administrators, Language Arts teachers, Intervention teachers, Extended Day teachers

Activity - Scantron Performance Series Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers will administer Scantron Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Copiers)	Academic Support Program	08/20/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, ELA Teachers

Goal 2:

Goal 2- Prepare and support teachers to graduate college and career ready students

Measurable Objective 1:

demonstrate a behavior that indicates the positive impact of the Alabama New Teacher Mentoring Program by 05/24/2019 as measured by sign in sheets, agendas and PLCIA's.

Strategy1:

Alabama New Teacher Mentoring Program - Novice teachers will attend the Alabama New Teacher Academy and be assigned a mentor in order to impact the learning and working environment.

Category: Develop/Implement Learning Supports

Research Cited: CCRS, CCSS

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be assigned a mentor to guide and instruct him or her on a weekly basis in order for that new teacher to build confidence and knowledge about how to best impact student growth.	Recruitment and Retention	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, New teachers, Veteran teachers

Measurable Objective 2:

increase student growth through the use of technology and digital resources to Utilize standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning and creativity in all learning environments by 05/24/2019 as measured by Administrator snapshots, Usage reports and student achievement data.

Strategy1:

Support Professional Learning - Teachers will engage in professional development designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS-Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Instruction Materials and Supplies)	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, teachers

Measurable Objective 3:

demonstrate a behavior of quality, effective and engaging instruction from teachers who are able to attend professional development opportunities that targets the best instructional impact on student learning and success by 05/24/2019 as measured by progress checks that will allow for timely analysis of student data to enable teachers to modify and adjust instruction during the unit based on results from ongoing quick progress checks aligned with Scantron data.

Strategy1:

Professional Learning - Teachers will engage in professional development to become more aware of students' learning progress and in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs.

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

Research Cited: CCSS, CCRS

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators and Department heads

Activity - Teacher Collaboration Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning opportunities that encourages collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations (Professional Development Stipends, Registration, Conference out of State)	Academic Support Program	08/06/2018	05/24/2019	\$11168 - Title I Schoolwide	Administrators, teachers

Goal 3:

Goal 3 Provide digital tools and resources to all educators and students (All educators and students will have digital access to a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. by 05/24/2019 as measured by Transform2020 Survey Results: Teachers, Students, Administrators, Parents.

Strategy1:

Professional Development - Teachers will attend and support high-quality and appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment.

Category: Develop/Implement Professional Learning and Support

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Professional Development Subs, Instructional and Instructional Equipment)	Academic Support Program	08/06/2018	05/24/2019	\$2500 - Title I Schoolwide \$5000 - Title I Schoolwide	Teachers and Administrators

Goal 4:

Goal 4 Prepare and support students through student support services

Measurable Objective 1:

collaborate to provide opportunities and innovative ways to serve and engage parents in order to enhance academic growth for students by 05/24/2019 as measured by school-to-home and home-to-school connections.

Strategy1:

Parent Engagement - Lott Middle School will create a Parent and Family Engagement Plan that will guide our efforts in providing information and opportunities for our parents to be involved in their children's academic endeavors. This plan will be accomplished by a committee that includes both school faculty and parents.

Category: Other - Family and Parent Engagement Program

Research Cited: SREB

Activity - Parent and Family Engagement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle leadership team, which includes parents, will plan, create and implement a Parent and Family Engagement Plan that will address the needs of parents and their children's academic needs	Parent Involvement	08/06/2018	05/24/2019	\$1948 - Title I Schoolwide	Administrators, teachers, parent leadership

Measurable Objective 2:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high quality instruction by 05/24/2019 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended learning opportunities.

Strategy1:

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

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

Research Cited: CCSS, CCRS, RTI

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered quarterly incentives to encourage attendance at school.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teachers, registrar

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle School's Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. (Extended Day Stipends, Extended Day Bus Driver's Stipend, Extended Day Transportation)	Academic Support Program	08/14/2018	05/16/2019	\$13500 - Title I Schoolwide	Administrators, Teachers, Extended Day Teachers

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In accordance with the school's discipline plan, students will be placed or assigned to retract for behaviors that do not warrant an out of school suspension. This is in an effort to keep students on campus continuing to complete academic lessons. (Retract Paraprofessional)	Academic Support Program	08/06/2018	05/24/2019	\$32056 - Title I Schoolwide	Administrators, Retract Paraprofessional

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST is a school-based team composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, Teachers, Counselor

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

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

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

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

Goal 1:

Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, Instruction and

Assessment for all core content areas

Measurable Objective 1:

100% of All Students will increase student growth by 3% from 58% to 61% in College and Career Ready Standards in Mathematics by 05/24/2019 as measured by Scantron Performance Series Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Imagine Learning (Think Through Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	08/06/2018	05/24/2019	\$6450 - Title I Schoolwide	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers

Activity - Scantron Series Performance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students, school-wide, will take the Scantron Performance Series Mathematics assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All teachers, administrators, and staff members

Measurable Objective 2:

100% of Seventh grade students will increase student growth by 100 points collectively in Science by 05/24/2019 as measured by Scantron Series Performance Science Assessment.

Strategy1:

Student support services - Lott Middle School implements a comprehensive program of school-based support services to help students

become successful, self sufficient, healthy, and productive adults to ensure college and career readiness

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Scantron Series Performance Science Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 7th grade students will take the Scantron Performance Series Science assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Administrators and 7th Grade Science teachers

Measurable Objective 3:

100% of All Students will increase student growth by 3% from 52% to 55% in College and Career Ready Standards in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Scantron Performance Series Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers will administer Scantron Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Copiers)	Academic Support Program	08/20/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, ELA Teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson.	Academic Support Program	08/06/2018	05/24/2019	\$950 - Title I Schoolwide	Administrators, Language Arts teachers, Intervention teachers, Extended Day teachers

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade ELA Teachers will administer STAR Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Library)	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, ELA teachers

Activity - USA Testprep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
USA Testprep is a web-based program designed to cover English Language Arts and Reading content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	10/01/2018	05/24/2019	\$1050 - Title I Schoolwide	Administrators, Language Arts Teachers, Intervention Teachers, Extended Day Teachers

Measurable Objective 4:

100% of All Students will demonstrate a proficiency in effectively and responsibly using standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/24/2019 as measured by Principal/Teacher PBL Snapshot Survey, paper and hardcopy usage data and student achievement data.

Strategy1:

Engage and Empower the learner through technology - Expand accessibility and quantity of free or district provided, high-quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: NETS-S 2, CCRS Literacy Standards; Plan2020 p. 14, 24, 26, 54, 78-79

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement.	Technology	08/06/2018	09/24/2018	\$0 - No Funding Required	Administrators, Teachers, Counselor

Activity - Learning.Com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions.	Technology	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teachers, counselor, technology teacher

Measurable Objective 5:

100% of English Learners students will increase student growth by 2 data points in Reading by 05/24/2019 as measured by on the ACCESS for ELL's.

Strategy1:

Academic Support - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will increase proficiency by receiving appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All teachers, Administrators, EL staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the school year, teachers of English learners will engage in a minimum of one professional learning session lead by the EL staff, with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier I instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	All teachers, Administrators, ESL staff

Goal 2:

Goal 2- Prepare and support teachers to graduate college and career ready students

Measurable Objective 1:

demonstrate a behavior of quality, effective and engaging instruction from teachers who are able to attend professional development opportunities that targets the best instructional impact on student learning and success by 05/24/2019 as measured by progress checks that will allow for timely analysis of student data to enable teachers to modify and adjust instruction during the unit based on results from ongoing quick progress checks aligned with Scantron data.

Strategy1:

Professional Learning - Teachers will engage in professional development to become more aware of students' learning progress and

in some cases their struggles in learning. Professional development activities will focus on promoting learning by targeting teacher (and peer) support for specific student needs.

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

Research Cited: CCSS, CCRS

Activity - Teacher Collaboration Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning opportunities that encourages collaboration and data analysis that will promote effective instruction and shared instructional strategies based on rigorous and relevant expectations (Professional Development Stipends, Registration, Conference out of State)	Academic Support Program	08/06/2018	05/24/2019	\$11168 - Title I Schoolwide	Administrators, teachers

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators and Department heads

Measurable Objective 2:

demonstrate a behavior that indicates the positive impact of the Alabama New Teacher Mentoring Program by 05/24/2019 as measured by sign in sheets, agendas and PLCIA's.

Strategy1:

Alabama New Teacher Mentoring Program - Novice teachers will attend the Alabama New Teacher Academy and be assigned a mentor in order to impact the learning and working environment.

Category: Develop/Implement Learning Supports

Research Cited: CCRS, CCSS

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be assigned a mentor to guide and instruct him or her on a weekly basis in order for that new teacher to build confidence and knowledge about how to best impact student growth.	Recruitment and Retention	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, New teachers, Veteran teachers

Measurable Objective 3:

increase student growth through the use of technology and digital resources to Utilize standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning and creativity in all learning environments by 05/24/2019 as measured by Administrator snapshots, Usage reports and student achievement data.

Strategy1:

Support Professional Learning - Teachers will engage in professional development designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Category: Develop/Implement Professional Learning and Support

Research Cited: NETS-Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Instruction Materials and Supplies)	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, teachers

Goal 3:

Goal 3 Provide digital tools and resources to all educators and students (All educators and students will have digital access to a comprehensive viable infrastructure when and where they need it)

Measurable Objective 1:

collaborate to Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. by 05/24/2019 as measured by Transform2020 Survey Results: Teachers, Students, Administrators, Parents.

Strategy1:

Professional Development - Teachers will attend and support high-quality and appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment.

Category: Develop/Implement Professional Learning and Support

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

Horizon Report. (2012). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Digital Literacy Team will continue to attend professional development and training on digital devices such as Discovery Education and Nearpod. They will then train the remaining faculty to promote digital literacy in all classes across the curriculum. (Professional Development Subs, Instructional and Instructional Equipment)	Academic Support Program	08/06/2018	05/24/2019	\$5000 - Title I Schoolwide \$2500 - Title I Schoolwide	Teachers and Administrators

Goal 4:

Goal 4 Prepare and support students through student support services

Measurable Objective 1:

demonstrate a behavior that is committed to providing assistance to all students and their families in an effort to remove all academic barriers to learning by ensuring the school's learning environment is conducive to high quality instruction by 05/24/2019 as measured by analyzing student data, both formal and informal, to inform and redirect instruction to support diverse learners, struggling learners, and those needing extended learning opportunities.

Strategy1:

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

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

Research Cited: CCSS, CCRS, RTI

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered quarterly incentives to encourage attendance at school.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teachers, registrar

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In accordance with the school's discipline plan, students will be placed or assigned to retract for behaviors that do not warrant an out of school suspension. This is in an effort to keep students on campus continuing to complete academic lessons. (Retract Paraprofessional)	Academic Support Program	08/06/2018	05/24/2019	\$32056 - Title I Schoolwide	Administrators, Retract Paraprofessional

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle School's Extended Day Program is a tutoring support service for students who require or request additional support with homework, classwork, or need one on one re-teaching and retesting. Tutoring support helps students build necessary skills, complete key assignments, and receive additional monitoring and support. Students can get help with specific subject areas (math, language arts, reading, science, social studies, etc.) or with general study skills such as homework management, organization, and test preparation. Teachers or parents can also refer students who are in need of additional assistance. (Extended Day Stipends, Extended Day Bus Driver's Stipend, Extended Day Transportation)	Academic Support Program	08/14/2018	05/16/2019	\$13500 - Title I Schoolwide	Administrators, Teachers, Extended Day Teachers

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PST is a school-based team composed of teachers and other school personnel who will meet to provide assistance to students who are having academic or behavioral difficulties.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, Teachers, Counselor

Measurable Objective 2:

collaborate to provide opportunities and innovative ways to serve and engage parents in order to enhance academic growth for students by 05/24/2019 as measured by school-to-home and home-to-school connections.

Strategy1:

Parent Engagement - Lott Middle School will create a Parent and Family Engagement Plan that will guide our efforts in providing information and opportunities for our parents to be involved in their children's academic endeavors. This plan will be accomplished by a committee that includes both school faculty and parents.

Category: Other - Family and Parent Engagement Program

Research Cited: SREB

Activity - Parent and Family Engagement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lott Middle leadership team, which includes parents, will plan, create and implement a Parent and Family Engagement Plan that will address the needs of parents and their children's academic needs	Parent Involvement	08/06/2018	05/24/2019	\$1948 - Title I Schoolwide	Administrators, teachers, parent leadership

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

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

Measurable Objective 1:

100% of English Learners students will increase student growth by 2 data points in Reading by 05/24/2019 as measured by on the ACCESS for ELL's.

Strategy1:

Academic Support - English learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the school year, teachers of English learners will engage in a minimum of one professional learning session lead by the EL staff, with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier I instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0 - No Funding Required	All teachers, Administrators, ESL staff

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English language learners will increase proficiency by receiving appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	All teachers, Administrators, EL staff

Measurable Objective 2:

100% of All Students will increase student growth by 3% from 52% to 55% in College and Career Ready Standards in Reading by 05/24/2019 as measured by Scantron Performance Series Reading Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max is a web-based program designed to cover English Language Arts content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson.	Academic Support Program	08/06/2018	05/24/2019	\$950 - Title I Schoolwide	Administrators, Language Arts teachers, Intervention teachers, Extended Day teachers

Activity - STAR testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade ELA Teachers will administer STAR Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Library)	Academic Support Program	08/06/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, ELA teachers

Activity - Scantron Performance Series Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers will administer Scantron Reading assessment three times during the 2018-2019 school year and utilize results to make strategic adjustments and provide feedback to students to support student success and student achievement. (Copiers)	Academic Support Program	08/20/2018	05/24/2019	\$3000 - Title I Schoolwide	Administrators, ELA Teachers

Activity - USA Testprep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
USA Testprep is a web-based program designed to cover English Language Arts and Reading content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	10/01/2018	05/24/2019	\$1050 - Title I Schoolwide	Administrators, Language Arts Teachers, Intervention Teachers, Extended Day Teachers

Measurable Objective 3:

100% of All Students will demonstrate a proficiency in effectively and responsibly using standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/24/2019 as measured by Principal/Teacher PBL Snapshot Survey, paper and hardcopy usage data and student achievement data.

Strategy1:

Engage and Empower the learner through technology - Expand accessibility and quantity of free or district provided, high-quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: NETS-S 2, CCRS Literacy Standards; Plan2020 p. 14, 24, 26, 54, 78-79

Activity - Learning.Com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions.	Technology	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teachers, counselor, technology teacher

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement.	Technology	08/06/2018	09/24/2018	\$0 - No Funding Required	Administrators, Teachers, Counselor

Measurable Objective 4:

100% of All Students will increase student growth by 3% from 58% to 61% in College and Career Ready Standards in Mathematics by 05/24/2019 as measured by Scantron Performance Series Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: CCSS, CCRS, RTI

Activity - Imagine Learning (Think Through Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Think Through Math is a web-based program designed to cover math content for children in grades 6,7, and 8 according to Alabama Common Core State Standards. It is designed to supplement traditional classroom instruction, especially as a response-to-intervention tool for underperforming students. Instructions and exercises are delivered via an adaptive tutoring software along with online human tutors. The program is adaptive in that it continually assesses students' performance to create and adjust learning paths. Paths are the result of grade level targets and individual student performance on the initial placement test at the beginning of the program. Pathways continue to adapt, based on student performance in each lesson	Academic Support Program	08/06/2018	05/24/2019	\$6450 - Title I Schoolwide	Administrators, Math Teachers, Intervention Teachers, Extended Day Teachers

Activity - Scantron Series Performance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students, school-wide, will take the Scantron Performance Series Mathematics assessments during the fall, winter and spring of the 2018-2019 school year to monitor student growth. The testing data will be measured state-wide for accountability purposes.	Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	All teachers, administrators, and staff members

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

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

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

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

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

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

All teachers at Lott Middle School are certified and licensed. The Mobile County Public School System's Human Resource Division keeps records on all certified and licensed teachers. This report is also kept on file at Lott Middle School. Lott Middle School's well trained teachers provide effective and rigorous instruction in their individual areas of expertise to address the academic needs of all students. Teachers maintain professional development in various areas including, but not limited to their area of instruction, technology, best practice methods of teaching, etc. In addition, administration evaluates the academic needs of students and determines how to best utilize our faculty and their strengths.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**What is the school's teacher turnover rate for this school year?**

Lott Middle School has an .7% teacher turnover rate from 2017-2018 to the current school year of 2018-2019. There were a total of two teachers who did not return to Lott Middle School for the current school year due to personal reasons.

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

All teachers at Lott Middle School are certified and licensed in the subjects they teach based on State requirements. Lott Middle School has eight teachers with a Bachelors Degree, 18 with Master's Degrees, 2 Specialists Degrees, 0 with Doctorates. The teacher experience level is 2 teacher with 1-5 years of experience, 5 teachers with 5-10 years of experience, 4 teachers with 10-15 years of experience and 17 teachers with 15 years or more experience.

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

Teachers, new to the profession, not only attend the systems New Teacher Orientation and Training, but are also assigned a teacher mentor teacher to guide them through their first year of experience. An effort is made to ensure that the mentor is not given other assignments that would interfere with their responsibilities as a mentor. Teachers new to Lott Middle School, but not new to the profession, are likewise assigned an informal mentor to assist in the transition to the new school environment. Lott Middle School has one new teachers for the 2018-2019 school year.

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

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

Based on the results from the 2017-2018 Scantron testing results and staff surveys, Lott Middle School teachers participate and implement ongoing professional development activities based on data to embrace effective instruction based on rigorous and relevant expectations for all learners based on the Common Core State Standards (CCSS) as well as the College and Career Readiness Standards (CCRS).

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

1. PST Meetings, Problem Solving Team/RTI, Response to Instruction
2. Cycle of Instruction
3. Grade Level and Departmental Meetings
4. Professional Development Opportunities with Feeder Pattern High School
5. Data Meetings
6. Collaborative Meetings to align lesson planning
7. Mentor / Buddy Coaching
8. Think Through Math
9. Digital Literacy

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

The following are professional development opportunities for teachers, principals, paraprofessionals, and other staff: Administrators and teachers had the opportunity to attend professional development on technology advancements to improve student achievement. The department heads of ELA and Math, along with administration, the technology teacher, Media specialist and counselor all attended the ISTE conference, which is a technology conference, in an effort to gain knowledge about technology enhances instruction. Two of Lott's Science teachers will complete their AMSTI training throughout the school year. In addition, two of Lott's teachers participated in STEM camp during the summer. Finally, Lott's Digital Literacy team will continue with year two cohort through the system.

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

The new teachers employed at Lott Middle school will be assigned an experienced teacher in the same subject area/grade level as a mentee. The Mentor will participate in the required Online Mentor Training program to provide essential support to our first year teacher. Mentors will assist new teachers in all areas of the job, including, but not limited to classroom management, grading, INow, morning and afternoon duties, lunch duties and procedures, discipline, and teaching strategies. Mentors and mentees meet monthly. New teachers will be required to attend the New Teacher Orientation provided by the District. These meetings are documented on a PLCIA form and turned in to the principal and a copy is placed in the Documentation Box as evidence.

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

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

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

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

Goal 1:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in effectively and responsibly using standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively in Career & Technical by 05/24/2019 as measured by Principal/Teacher PBL Snapshot Survey, paper and hardcopy usage data and student achievement data.

Strategy1:

Engage and Empower the learner through technology - Expand accessibility and quantity of free or district provided, high-quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: NETS-S 2, CCRS Literacy Standards; Plan2020 p. 14, 24, 26, 54, 78-79

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kuder will be implemented as an evidence-based career assessment that provides a collaborative relationship with education planning and guidance resources. This activity will be utilized to reflect a commitment to encouraging lifelong learning, development, and achievement.	Technology	08/06/2018	09/24/2018	\$0 - No Funding Required	Administrators, Teachers, Counselor

Activity - Learning.Com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide solutions to help students and teachers excel in a digital world and equip students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions.	Technology	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, teachers, counselor, technology teacher

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

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

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

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

1. The process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level includes an evaluation of the State's assessment, Scantron, as well as the individual students academic progress in all subject areas. Lott Middle School teachers identify the students in need of support based on the 2017-2018 Scantron test results along with their achievement in the classroom. Classroom achievement is measured by summative and formative assessments.

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

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

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

Lott Middle School provides embedded intervention to ensure every student in every grade will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. Lott Middle provides an Extended Day Program for students to receive additional academic instruction. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments. Scientific research-based programs in Reading and Math are used to focus on the related content standards. Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents.

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

The Board of Education provides resource personnel on an individual basis. All homeless, migratory, delinquent, neglected and LEP students have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected & LEP students are provided with the opportunity to meet the same challenging state content and performance standards which all students are held without isolation or being stigmatized. Comprehensive services for each of these sub-groups (Migrant, Limited English Proficient, Neglected or Delinquent, and Homeless) are provided through the following district wide initiatives: A list of these students is provided by Central Office and is located in our Title I Evidence Box documentation. Equal Access: The MCPSS ensures that Migrant students will not be denied access to any programs or opportunities offered within the Mobile County Schools on the basis of their migratory status. Migrant students must have access to instructional programs and related services for special populations including, but not limited to, pre-school programs, career/technical programs, special education programs, and extracurricular activities. All student support programs and services are available to Migrant students on the same basis that they are available to other students in a school. Migrant students participate in all local and state assessments on the same basis as other students. Migrant students' academic progress reports are monitored on a quarterly basis by Migrant personnel to ensure that they are meeting state academic content standards. Service Delivery Plan:-Services funded under Migrant Education Part C fall into two areas - instructional and supportive/advocacy. Schools enrolling Migrant students employ a variety of strategies to meet the unique needs of Migrants at each school. However, the overarching goals of the program at each school are to prepare students for academic success and help reduce the educational disruptions resulting from repeated moves. The MCPSS Migrant Program recognizes that it must support the literacy of the entire family if it is to impact the school-age student. The Migrant Home/School Liaisons have been trained in the Motherhead Family Literacy Program and provide Motherhead literacy sessions with pre-school children and their mothers in Migrant homes. Extended Day and Summer School Activities at schools provide academic support to Migrant students in reading and mathematics. Homeless: The MCPSS Homeless Education Program provides the following for homeless students and families: Provide case management, direct and indirect services, enrollment, assistance with tutoring assistance to homeless children and youth with the intent of maintaining and/or positively impact student achievement levels. Provide to parents of homeless children and youth a cooperative and supportive program that will target areas of need in order for their students to achieve educational success.

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

N/A

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

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

FOUNDATION PROG

NO SPECIAL USE CODE

01 Teacher 24.09 24.00 1,233,233.00

02 Principal 1.00 1.00 90,915.00

03 Asst Principal 0.50 0.50 34,544.00

04 Counselor 1.00 1.00 53,538.00

07 Librarian 1.00 1.00 52,585.00

09 Other Certificated Positions 0.10 5,354.00

NO SPECIAL USE CODE TOTAL 27.59 27.60 1,470,169.00

CLSRM INST MAT/SUPP

41 Instruction Supplies 13,455.00

TECHNOLOGY

49 Non-Capitalized Equipment 7,530.00

PROFESSIONAL DEVELOP

41 Instruction Supplies 2,259.00

LIBRARY ENHANCEMENT

42 Books & Periodicals 2,413.00

FOUNDATION PROG TOTAL 27.59 27.60 1,495,826.00

TITLE I, PART A

10 Aide 1.00 18,865.00

18 Substitutes 2,322.00

19 Suppl/OT/Other 10,825.00

21 Health Insurance 9,600.00

22 Retirement 3,484.00

23 Social Security 1,984.00

24 Medicare 465.00

25 Unemployment 12.00

33 Technical Services 8,450.00

34 Property Services 3,000.00

38 Travel 6,668.00

39 Other Purchased Services 2,000.00

41 Instruction Supplies 4,948.50

42 Books & Periodicals 3,000.00

49 Non-Capitalized Equipment 5,000.00

62 Dues & Fees 3,000.00

TITLE I, PART A TOTAL 1.00 83,623.50

LOCAL REVENUES

03 Asst Principal 0.50 34,544.00

10 Aide 2.00 39,418.00

19 Suppl/OT/Other 250.00

21 Health Insurance 24,000.00

22 Retirement 9,209.00

23 Social Security 4,602.00

24 Medicare 1,076.00

25 Unemployment 29.00

37 Utilities 160,966.77

41 Instruction Supplies 2,000.00

LOCAL REVENUES TOTAL 2.50 276,094.77

0621 LOTT MS TOTAL 3.50 359,718.27

Total School Budget of \$1,855,544.27

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

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

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

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

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

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

School for students to receive additional academic instruction. This program is a high quality program and provides continuous opportunities for students who have not met proficiency on the challenging state academic achievement standards and state academic assessments. Documentation of academic progress for each student and the effectiveness of the program are communicated on a regular basis with parents. The school sends home Comprehensive Progress Reports every two weeks to parents informing them of the academic progress of their child(ren). The principal, Mr. Golden, sends out a School Messenger to all Lott Middle School parents notifying the parents on the day prior to students receiving the progress reports. This is only one form of communication with parents that is implemented to ensure we are notifying our parents to keep them abreast of what is happening at Lott Middle.

Lott Middle School participates in the Child Nutrition Grant, which allows every child free breakfast and lunch daily. Lott Middle School does not discriminate against any child wishing to enroll, who falls under the category of homeless according to The McKinney Vinto Act. Lott Middle School participates in Red Ribbon Week, which promotes awareness of a healthy, drug free lifestyle.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

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

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

The Continuous Improvement Plan (ACIP) committee members, including parents, met in September to collaboratively examine and analyze a wide array of 2017-2018 Scantron test results and patterns of achievement to foster strengths and weaknesses that reflect accurate and measurable evidence of student progress; the 2017-2018 (SIR) School Incidence Report, attendance reports, PST documentation, course failures, school demographic data, and other local data. The data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (ACIP). We broke into subcommittees to determine the Needs Assessment for English Language Arts (ELA), Math, Science, and School Culture. Lott Middle teachers attend grade level meetings and departmental meetings to discuss End of Quarter (EQT's) and other data. Teachers focus on students who are not proficient in mastering particular skills. Strategies are identified and action steps are developed to provide opportunities for improvement and to identify the specific needs of non-proficient students. Departmental/Grade Level meeting time is utilized to determine student needs and to monitor student improvement. Lott Middle School's faculty and staff collaborate and share data on a formal and informal basis.

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

The 2017-2018 Scantron data was analyzed and disaggregated into appropriate subgroups that are aligned with our Continuous Improvement Plan (CIP). The committee met with grade level and core departments to determine our Needs Assessment for ELA/Reading.
SY 2018-2019

Math, Parent and Community Involvement, and School Culture.

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

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

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	24.09

Provide the number of classroom teachers.

24

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1233233.0

Total 1,233,233.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	90915.0

Total 90,915.00

Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	34544.0

Total 34,544.00

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	53538.0

Total 53,538.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	52585.0

Total 52,585.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7530.0

Total 7,530.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2259.0

Total2,259.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13455.0

Total

13,455.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2413.0

Total2,413.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	83623.5

Provide a brief explanation and breakdown of expenses.

TITLE I, PART A
10 Aide 1.00 18,865.00
18 Substitutes 2,322.00
19 Suppl/OT/Other 10,825.00
21 Health Insurance 9,600.00
22 Retirement 3,484.00
23 Social Security 1,984.00
24 Medicare 465.00
25 Unemployment 12.00
33 Technical Services 8,450.00
34 Property Services 3,000.00
38 Travel 6,668.00
39 Other Purchased Services 2,000.00
41 Instruction Supplies 4,948.50
42 Books & Periodicals 3,000.00
49 Non-Capitalized Equipment 5,000.00
62 Dues & Fees 3,000.00
TITLE I, PART A TOTAL 1.00 83,623.50

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	276094.77

Provide a brief explanation and breakdown of expenses.

LOCAL REVENUES
03 Asst Principal 0.50 34,544.00
10 Aide 2.00 39,418.00
19 Suppl/OT/Other 250.00
21 Health Insurance 24,000.00
22 Retirement 9,209.00
23 Social Security 4,602.00
24 Medicare 1,076.00
25 Unemployment 29.00
37 Utilities 160,966.77
41 Instruction Supplies 2,000.00
LOCAL REVENUES TOTAL 2.50 276,094.77

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the first quarter that school is in session, Lott Middle School will hold its annual meeting for all Title I parents to discuss all aspects of the Title I Program. Parents are notified of the meeting through notices sent home by the students, school marquee, the school messenger, and the local school website. We will host one meeting to provide the opportunity for more parents to attend. Topics to be discussed at this year's meeting are: Title I Program, its services and parents' rights, Lott Middle School's curriculum; the Continuous Improvement Plan (ACIP), the Parent and Family Engagement Plan, School-Parent compacts, the parent survey; and parent meetings. One percent of the Title I budget is reserved and set aside to assist in addressing the effectiveness and content of the parental involvement plan in improving the academic quality at Lott Middle School. Lott Middle School has 1% of the Title I Budget set aside to increase parental activities. The amount is \$1,1948.50 for the 2018- 2019 school year.

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

1) Lott Middle School will offer parent involvement opportunities at various times throughout each quarter to meet the needs of parents.
 2.) Lott Middle School makes every effort to work with parents in meeting their requests as related to their involvement and their child's education. A parent survey is given to all parents in the spring of each school year to identify parent needs and to evaluate the effectiveness of parental involvement in order to improve the academic quality of Lott Middle School. Parents are strongly encouraged to serve on the Parent Advisory Committee or to serve on the Continuous Improvement Plan committee and allowing them the opportunity for input. The Continuous Improvement Plan committee uses the data from the parent survey in the decision-making process.
 3.) Lott Middle School involves the parents in how the one percent of Title I funds are reserved for parental involvement. This money is allocated to ensure that parent needs and activities are met based on input from the parent survey and the Parent Advisory Committee. This year the funds have not been allocated at this time, but will support parental involvement and student achievement along with postage to help inform parents of pertinent information via daily communication. Title I Parenting Funds for 2018- 2019 School Year are \$1,948.50

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Lott Middle School in an effort to provide timely information in a uniform format publishes a monthly school newsletter that is posted to the schools website, posted in the schools office, posted to the school's Face Book page, through email, when applicable on the school's
 SY 2018-2019

marquee sign and sent home with students. When needed and with support from Central Office, all documents can be translated into the language the parents request. During the annual Title I meeting (held the first month of school), information will be presented about the school-wide Title I program, the middle school curriculum, the Alabama Course of Study, and various types of assessments.

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

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

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

As a component of the local school Parent and Family Engagement Policy, Lott Middle School and the parents of students participating in activities, services, and programs funded by Title I, work diligently to develop a school-parent compact. This school-parent is a working document and agreement that outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build a partnership that will help children achieve the State's standards. Lott Middle School will have 100% of school population with a School- Parent compact for the 2018 -2019 school year. The School-Parent compact is reviewed in May each year with the Continuous Improvement Plan committee and the Parent Advisory Committee in order to make changes based on parent input and surveys. All parents are given a copy of the new compact at the Annual Title I meeting and teachers will review the compact with the students. Once reviewed, the compact is signed by the parent and student and one copy is given to the parent. another copy is kept in the classroom and the third copy is placed in the documentation box.

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

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

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

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

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

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

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

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

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

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

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully

participating in the education of their children.(Describe)

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

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

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

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

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

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

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

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

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

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

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