

**Andrew Lewis Middle School**  
616 South College Avenue, Salem, VA 24153  
voice (540) 387-2513 fax (540) 389-8914  
www.salem.k12.va.us

Dear Parents and Students:

Welcome to the Andrew Lewis Registration Guide. Information contained in this document will be used for next year's registration and will provide you with other important information about this school and the school division.

Contained in this document are the following:

1. Program of Studies
2. Testing Information
3. Graduation Requirements
4. Types of Diplomas
5. Opportunities to Earn High School Credit at ALMS
6. Course Descriptions and Registration Materials

As you can see this document contains a great deal of information which is needed to ensure success in the City of Salem School System.

As always, students should consult parents, teachers, and counselors for assistance in making course selections. Our goal at Andrew Lewis Middle School continues to be for every student to have the best education possible. These important decisions should result in a thoughtful class registration that will contribute to an exciting school career.

Sincerely,

Mr. James Garst

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### **The Andrew Lewis Program**

As the middle school for the City of Salem, Andrew Lewis provides a nurturing, yet academically rigorous program of studies for students in grades six, seven, and eight. Committed teachers, supportive parents, and generous community involvement make possible the challenging curriculum and instructional programs outlined on the following pages.

What follows in this guide is a listing of the many programs and opportunities available to students which can provide the support they need to be successful at Andrew Lewis Middle School.

### **Team Teaching at ALMS**

Andrew Lewis Middle School utilizes a team teaching approach in grades six, seven, and eight.

Each academic team has a team leader who serves as the contact person or liaison between the building principal and the team. The team leader conducts team meetings and helps coordinate the development, implementation, and evaluation of coordinated teaching units. Parents who desire to meet with their student's team of teachers should contact the team leader to schedule a conference.

The teachers in grades six and seven are responsible for providing instruction in each of the four major academic areas of language arts, math, science, and social science. In grade eight, teachers provide instruction in English, science and social science. Math teachers are not assigned to a specific team but provide instruction on various levels.

## **Departmentalized Eighth Grade at ALMS**

In order to prepare Andrew Lewis Middle School students for the transition to Salem High School, a more departmentalized approach is utilized in grade eight. Students must take five courses (4 core subject areas and Health/P.E.), allowing them the opportunity to add elective courses to their schedule. This approach allows students to expand their interests in a variety of educational areas.

Interdisciplinary teams of teachers work cooperatively to conference with parents and monitor student progress during this important year of preparation for the high school.

## **Gifted Program**

The focus of the gifted program at the middle school is on differentiation, extension, and enrichment of the regular curriculum for those students identified as gifted. The identification of students gifted in general intellectual ability, in specific academic areas (humanities, math, and science), or in one of the visual and performing arts, assures that students will receive instruction appropriate to their talents and abilities. Working together, the classroom teachers and the gifted program coordinators will plan challenging educational activities for these students. The students may also attend before-school and after-school workshops and seminars in areas of interest. Parents will receive materials detailing the program and informing them of summer programs that are open to these students.

## **Special Education**

Special education for middle school students includes programs for the educable mentally handicapped, the learning disabled, the physically impaired -- including students with orthopedic, visual, speech and hearing handicaps -- and the emotionally handicapped adolescent. These programs include consultation, resource room instruction, self-contained, and modified self-contained placement as well as instruction in the mainstream classroom. Placement of students in these programs is carefully monitored and must comply with eligibility requirements specified by federal, state, and local regulations. As in all special education programs, students should receive special services only where regular placement is not appropriate for their social, physical, psychological, or academic needs.

Parents or guardians of identified special education students must participate in the development of an Individualized Educational Program (IEP) which guides the delivery of educational services to the student.

Parents or guardians who feel their children may be eligible for special education services should contact their child's principal or counselor.

## **Integrated Reading / Algebra Readiness**

Integrated Reading and Algebra Readiness are supplemental classes for students in sixth and seventh grades who have demonstrated a weakness in reading or math. Placement in these classes is determined by the following:

1. teacher recommendation
2. grades
3. assessments
4. Standards of Learning test scores

Students who qualify will remain in their regular Language Arts/English class and take Integrated Reading instead of an exploratory or an elective class. Likewise, students who qualify will remain in regular math and take Algebra Readiness instead of exploratory or elective classes. Therefore, these students will have two experiences each day to improve their reading and/or math skills.

These student opportunities to improve academic achievement are part of our school system's fulfillment of the Standards of Learning and the Standards of Accreditation.

## **Family Life Education**

The Family Life Education program is implemented through health education classes. This abstinence-based program seeks to prepare students to make sound decisions regarding interpersonal relationships and behaviors. This will be accomplished through use of factual information pertaining to the issues addressed in the family life education program. A copy of the family life curriculum is available at the ALMS Library, the Salem Public Library, and the Glenvar Branch of the Roanoke County Public Library.

## **D.A.R.E. Program**

Drug Abuse Resistance Education (D.A.R.E.), part of the family life education program, is taught in seventh grade and in health class for eighth grade. The School Resource Officer teaches it cooperatively with the physical education teacher. The seventh grade D.A.R.E. course consists of ten lessons instructing students on substance abuse prevention and strategies of violence prevention. The eighth grade D.A.R.E. curriculum consists of five lessons taught during health classes. Various types of drugs and their effects on the mind and body are discussed.

### **Exploratory/Discovery Classes**

Exploratory/Discovery classes are designed for sixth grade students to explore areas in which they may have an interest. Students rotate through these six/seven skill building classes after which they may decide to pursue a more intensive study in the next grade level. For example, sixth grade students participate in art, music, introduction to world language, technology, teen living, and keyboarding. If interested, these students may decide to register for a full year of band, choir, or photojournalism for their seventh grade year.

### **Before School Math & Language Arts Labs**

Math and Language Arts Labs are available five days a week from 7:45 AM to 8:25 AM for all students needing assistance with homework or test preparation. Additionally, there is a second Math Lab available before school. The schedule for Math Lab 2 is posted throughout the building. The Language Arts Lab includes help for students with reading and writing assignments in all courses. A teacher or morning gym supervisor can provide passes to the labs. Students are required to sign in when they enter the labs. Other labs for specific classes may be available. Check with the Guidance Office for more information.

### **Grading Scale**

A - 94 - 100  
B - 87 - 93  
C - 79 - 86  
D - 70- 78  
F - 69 or below

### **Promotion and Retention Policy**

School division Policy IKFC states the following regarding promotion and retention:

The decision to promote or retain a student in middle school shall be primarily based upon the recommendation of a committee of the student's teachers, counselor, and administrators. The parents of students who are not mastering the knowledge and skills of the curriculum shall be notified as early as is reasonable. At the school level, the final decision to promote or retain a student rests with the principal. Parents who wish to appeal the principal's decision shall direct their appeal in writing to the Superintendent.

## Middle School: Grades 6 and 7

Students in grades 6 and 7 are enrolled in four courses in the core academic areas: reading/language arts, mathematics, science, and history and social science. They must demonstrate a proficient level of knowledge and skills in a minimum of three of the four academic area courses in order to be promoted to the next grade level. Students who score below 400 on any SOL tests must successfully complete an approved remediation program.

## Middle School: Grade 8

Students in grade 8 must demonstrate a proficient level of knowledge and skills in three of the four core academic areas (English, mathematics, science, and history and social science) in order to be promoted to grade 9. In addition, the student must score 400 or more on the English and mathematics SOL tests. For students who score below 400 on the English or mathematics 8 SOL tests, but who meet all other requirements for promotion, the satisfactory completion of an approved remedial program will be the basis for promotion to the next grade level. Students who score below 400 on the history and social science or science SOL tests will be required to successfully complete an approved remediation program.

## Effect of End-of-Course SOL Test Scores at the Middle School

Students in grade 8 who take end-of-course SOL tests at the middle school are held to the same standards that apply to these courses if taken at the high school. That is, end-of-course SOL test scores, or any substitute test scores, will be factored into a student's final course average along with other measures of student performance. A score below 400 on any end-of-course SOL test, or the failure of a substitute test, for which the student is not awarded a locally verified credit, will result in the student receiving a grade of "Incomplete" ("I") until the student successfully completes an approved remediation program. Those students who satisfactorily complete the remediation program will receive a course grade average equal to the grade earned before factoring in the SOL test score. Students will be encouraged to re-take failed SOL tests as permitted by the Board of Education.

## **Standardized Testing**

In addition to tests given by teachers, tests used to help students make course selections, and other student or course specific testing, the administration of standardized tests is a method of measuring a student's achievement. Criterion-referenced tests (such as the SOL Tests) are used to measure a student's achievement compared to certain criteria or objectives. In Virginia, the objectives are the Standards of Learning objectives. Some SOL tests serve as

"barrier tests." This means that students must pass certain tests in order to graduate.

### **Summer Program**

Two types of remedial summer programs are offered for Andrew Lewis students. The first is the traditional program, which emphasizes reading and math skills with additional focus on the use of these skills as they apply to science and social studies. This program is designed to assist students who have failed one or more required courses or who have been recommended by their teachers for an integrated remediation curriculum to improve their academic performance prior to advancement into the next grade level. Successful completion of this program may be required in order to be promoted to the next grade.

The second program is designed for students who fail an SOL test. Students are enrolled in an intensive review of objectives. Instruction will be focused on the SOL's at the next grade level in some cases. The SOL subject review courses are conducted for five hours per day for one week. Students who pass Algebra I or Geometry, but fail the associated end-of-course SOL test, will be required to retake the SOL test in order to earn a verified SOL credit.

## 2018-2019 Testing Schedule

AREA	TESTS	GRADE	TESTING PERIOD
Standards of Learning Assessment Program	Standards of Learning (SOL) Tests	6 <sup>th</sup> Grade: (Math & Reading) 7 <sup>th</sup> grade: (Reading, Social Studies, Math & Algebra I*) 8 <sup>th</sup> Grade: Writing, Reading, Science, Math, World Geography, Algebra I**, Geometry**	May 2019 (except Writing tests given in March 2019)

\*For those 7<sup>th</sup> grade students taking Algebra I

\*\*For those 8<sup>th</sup> grade students taking Algebra I, or Geometry



Andrew Lewis Middle School  
Business Partners

ALMS P.T.S.A.  
Barker Realty  
Chick- Fil-A  
Cici's Pizza  
Junior Achievement of the Roanoke Valley  
Mac & Bob's  
Needlework Guild  
Resolution Facilitators, Inc.  
Richfield Retirement Community  
Salem Parks and Recreation  
Salem Police Department  
Salem Printing Company  
Salem Rotary Club  
Giving Light Food Pantry  
Caleb's Closet

Thank you from the students and staff!

If your business is interested in becoming a business partner,  
please contact Mr. Jamie Garst, Principal, at 387-2513.