

# SCHOOL IMPROVEMENT PLAN 2011-2013

Southern Middle School  
SCHOOL

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# Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the ***Kentucky School Improvement Planning Guidebook***. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

## Southern Middle School

School

March 31, 2011

Principal

Date

## 2011-2013 School Improvement Plan School Council Approval

The SBDM Council of Southern Middle School approved the revised School Improvement Plan for the 2011-2013 biennium on March 31, 2011.

Council Signatures:

Titles:

Associate Principal: Kelli Miller

Teacher: Steve Gerken

Teacher: Mark Shearer

Teacher: Chase Smith

Teacher: Alicia Swanner

Counselor: Ginger Banks

Instructional Coach: Frank Coffey

Parent: Charlotte Buckner

Parent: Holly Clark

Parent: Jana Fields

Parent: Greg Rickert

# EXECUTIVE SUMMARY

**School:** Southern Middle School

## **INTRODUCTION**

This School Improvement Plan is a commitment on the part of Southern Middle School to meet the high student achievement standards called for by the Common Core Standards, SB 1, SB-168 and the No Child Left Behind Act. In order to reach these goals, we have included strategies and activities that reflect best practices in education. The SIP is a living document, and suggestions for improvement can be made at anytime during the school year. We all have a vested interest in the education of our children.

## **MISSION STATEMENT:**

The mission of Southern Middle School is to build the foundation for future life experiences.

Our vision is to educate all in a safe and caring environment that values and provides:

1. Respect for self and others
2. Personal responsibility
3. Cultural diversity
4. Fundamental knowledge and skills across all disciplines.

## ***PROCESS OF DEVELOPING THE SCHOOL IMPROVEMENT PLAN***

### **How planning and needs assessment teams were organized:**

Our School Improvement Plan was revised during the Spring of 2011 in order to align it with Senate Bill 1, our Senate Bill 168 targets, our No Child Left Behind targets, and our KCCT goals. Each department analyzed disaggregated data from KCCT and NCLB data to establish targets and determine appropriate strategies to help students meet these targets. Department chairs then brought their recommendations back to the Curriculum Committee for review and input. Our Internal Facilitator streamlined the document by finding common elements from each content area. Drafts of the revised SIP were presented and opportunities for discussion were given to departments, the Curriculum Committee, and the SBDM council prior to final approval in March 2011.

### **How the needs of the school were determined:**

Departments, committees and the SBDM Council analyzed disaggregated KCCT data using the Gap Reduction Matrix and Performance Calculator software, as well as NCLB reports. This data was discussed at Curriculum Committee, SBDM, department, and faculty meetings to establish priority needs and contributing factors, and to reach consensus on school-wide goals. Special attention

was given to SB 168/Achievement Gaps for our African-American population. Gap reduction plans were then put in place for the next biennium.

**How goals and strategies were decided upon:**

Departments and teams reviewed and developed goals and strategies to address in their own sections, as well as the Curriculum and Instruction, Equity, Parent and Family Involvement sections. These goals and strategies were then compiled into a draft of the plan and presented to the Curriculum Committee for review and comment. Following staff input, revisions were made and a final draft was created. The final SIP was compiled by the Internal Facilitator and presented to the SBDM Council for discussion and approval on March 31, 2011. Then, it was posted on our school website for public access.

**The implementation of this plan is expected to achieve the following:**

**Curriculum and Instruction:**

1. A systematic, aligned curriculum that defines what students should know and be able to do at each grade level, in all content areas will be in place and implemented by all teachers.
2. Teacher instruction will incorporate research based best practices, resulting in greater student engagement and achievement.
3. All teachers will design rigorous and authentic formative and summative assessment tasks that reflect the content areas and are aligned with the standards to be taught. The tasks should be age/ability appropriate.
4. Teachers will incorporate higher levels of student and teacher use of technology for instructional and authentic, active engagement purposes.
5. All teachers will incorporate literacy skills (reading and writing) into their lessons.
6. Teachers will routinely analyze student work and common assessment data to inform them on instructional “next steps” and to monitor the progress in reducing gaps.

**Equity:**

1. Achievement Gaps are addressed across content areas as follows:
  - Increase the percentage of African-American male students scoring Proficient/Distinguished on the Reading KCCT to 73%.
  - Increase the percentage of African American students scoring Proficient/Distinguished to 73.9%.
2. Achievement results, from a variety of assessments and sources, will be reviewed to address the students who are falling in the achievement gaps; they will be targeted for interventions.
3. Barriers to learning will be reduced through implementation of specific programs, such as SpringBoard and CHAMPs.

### **Parent/Family Involvement:**

1. Communication between home and school will improve.
2. Parents/Guardians will have access to information via team and individual teacher web pages.
3. Mentoring programs will be established to give students extra support to meet their learning needs.

### **What process was used for internal review and public input regarding the plan:**

Staff reviewed the plan during department and committee meetings. The draft was then presented to SBDM on March 31, 2011. Opportunities for Public Input are provided during SBDM meetings. A public meeting regarding our SB 168 targets was held in January of 2011.

### **How school improvement planning will be ensured in the future:**

Implementation and Impact checks will be used to monitor progress twice annually; findings will be presented to the SBDM Council. Strategies and activities will be revised as appropriate.

## ***COMMUNICATION PLAN***

### **How will the School Improvement Plan and other important information be shared with stakeholders?**

All stakeholders were involved in the generation and approval of the SIP. Furthermore, all stakeholders have electronic access to the SIP on the school website. The PTSA and Southern Middle School newsletters will ensure that all stakeholders are informed of their access to the SIP. A copy of the SIP is also available in the front office, with the SBDM Council records.

**Gap Reduction Target Meetings** are held in the spring of odd-numbered years.

### **How will input continue to be gathered from stakeholders?**

The SBDM Council will review the Implementation and Impact Check twice a year, as will teachers, departments, and SBDM committees.



**Southern Middle School  
School Improvement  
Action Plan  
2011-2013**

**COMPONENT MANAGER: Instructional Coach/  
Principal**

**ACTION COMPONENT: Curriculum and Instruction**

**Priority Need Indicators:**

**Goal**

According to the Spring 2010 KCCT data, SMS had an Accountability Index of 94.

**SB 168:**  
**1. Increase the percentage of African-American students to 73.9% scoring Proficient/Distinguished on the Math KCCT.**  
**2. Increase the percentage of African-American male students to 73.4% scoring Proficient/Distinguished on the Reading KCCT.**  
 Southern Middle's Accountability Index will increase to 103 on the 2010-2011 KCCT. That's an increase of 9 points. Other index increase goals will be set annually for 2012 and 2013.

**Cause(s)/Contributing Factors**

**Objective(s) with Measures of Success**

According to the 2009-2010 KCCT data:

1. Our school's overall Reading Index remained unchanged.
2. 47% of our African-American male population is currently reading at or above the Proficient level.
3. 47% of our African-American population is currently at or above the Proficient level in math.

According to the 2009-2010 NCLB data:

1. Our school did not meet the Annual Measurable Objective in Reading for the African-American, Free/Reduced Lunch Approved, and Disability populations.
2. Our school did not meet the AMO target in Math for our Disability population.

**NCLB/SB 168 Primary Targets:**

**Our school's 2012 SB 168 primary goals are 73.4% of our African-American male population will score Proficient or Distinguished on the KCCT in Reading. Also, 73.9% of our African-American population will score Proficient or Distinguished on the KCCT in Math. Based on 2010 NCLB data, this goal, when reached, will be an increase of 26.6% in Reading and an increase of 26.04 in Math.**

**All departments and SBDM committees will incorporate plans and strategies to help our school reach these goals.**



## Southern Middle School School Improvement Action Plan

Component Manager: Instructional Coach/Principal

ACTION COMPONENT: **Curriculum and Instruction**

### Strategy 1: Teachers will analyze student work and the results of student assessments.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Student work will be analyzed during collegial plans and at department meetings.	<b>Implementation:</b> This activity will be fully implemented when the collegial plan sheets reflect that all teachers are analyzing student work during those plan sessions.	Teachers  Team Leaders  Instructional Coach  Principals	Sept. 2008/ May 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through informal collegial plan visits by the Principals and Instructional Coach in each content area and by also including this item on every department agenda each month.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when teachers are consistent at recognizing high quality ("4") work; the KCCT and NCLB results show that we are closing achievement gaps.						



## Southern Middle School School Improvement Action Plan

Component Manager: Instructional Coach/Principal

ACTION COMPONENT: **Curriculum and Instruction**

**Strategy 1:** Teachers will analyze student work and the results of student assessments.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. Teachers will analyze common assessment results from computer – generated proficiency data at least 7 times each year to analyze student performance and to understand how to focus additional instruction on the tested standards.	<b>Implementation:</b> This activity will be fully implemented when teachers have analyzed data from common assessments at 7 times per year and use their analysis to focus additional instruction.	All Teachers Principals Instructional Coach	Aug. 2008/ May 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured with a 9 week check of computer-generated proficiency monitoring program. Also, it will also be measured with lesson plans noting re-teaching of missed concepts that the data reflects.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.						



## Southern Middle School School Improvement Action Plan

Component Manager: Instructional Coach/Principal

ACTION COMPONENT: **Curriculum and Instruction**

### Strategy 2: Teachers will provide formative and summative assessments.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Teachers will provide varied formative assessments using grade level standards.	<b>Implementation:</b> This activity will be fully implemented when teachers' lesson plans document use of varied formative assessments each 9 weeks.	All Teachers Principals Instructional Coach	Aug. 2009/ May 2013				
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured for summative assessments with a 9 week check of the computer-generated proficiency monitoring program. Also, success for implementing formative assessments will be measured with collegial plan sheets noting these assessments in unit plans.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.						



## Southern Middle School School Improvement Action Plan

Component Manager: Instructional Coach/Principal

ACTION COMPONENT: Curriculum and  
Instruction

**Strategy 3:** Teachers will implement technology to increase student engagement.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Teachers will incorporate innovative uses of technology in their lessons, which will reflect an increase in LoTi levels school-wide.	<b>Implementation:</b> This activity will be fully implemented when district walkthrough instruments reflect a higher LoTi level score school-wide.	Teachers  Instructional Coach  Principals	August 2010/ May 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short – term success of this activity will be measured through teachers documenting on the collegial plan sheet how they are incorporating innovative technology on a regular basis.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.						



## Southern Middle School School Improvement Action Plan

Component Manager: Instructional Coach/Principal

ACTION COMPONENT: **Curriculum and Instruction**

**Strategy 4:** Content area literacy will become a part of routine instruction.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. Each department will implement specific Reading strategies in all their standards-based units for their content area as documented on the collegial plan sheet.	<b>Implementation:</b> This activity will be fully implemented when Reading strategies are used in all standards-based units across the curriculum.	All Teachers  Department chairs  Instructional Coach	Dec. 2008/ May 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured when collegial plan sheets and/or lesson plans document the use of Reading strategies in all units.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.						



**Southern Middle School  
School Improvement  
Action Plan**

<b>COMPONENT MANAGER: Math Department Chair</b>	<b>ACTION COMPONENT: Math</b>
<b>Priority Need Indicators:</b>	<b>Goal</b>
<p>According to the 2009-2010 KCCT results:</p> <p>52% of our African American population is performing below proficiency in math.</p> <p>In math, the overall percentage at the Proficient/Distinguished level is currently 69.98%.</p>	<p>The overall percentage of students scoring Proficient and Distinguished in Math will show an increase of 8% in 2010-2011 and then increase by another 7% in both 2012 and 2013.</p> <p><b>SB 168 Targets:</b> Improve the % of African American students scoring Proficient/Distinguished to 73.9% by 2012-2013.</p>
<b>Cause(s)/Contributing Factors</b>	<b>Objective(s) with Measures of Success</b>
<p>According to the 2009-2010 NCLB data:</p> <ol style="list-style-type: none"> <li>1. Our school did not meet the Annual Measurable Objective in Math for students with disabilities.</li> <li>2. This was the only AMO target that our department did not meet.</li> </ol>	<p><b>Our department will incorporate effective math strategies into our standards-based units to achieve our school's 2012 SB 168 primary goals of having 73.9% of our African American population scoring Proficient or Distinguished on the KCCT in Math. Based on 2010 NCLB data, this goal, when reached, will be an increase of 26.04% for African American students.</b></p>



## Southern Middle School School Improvement Action Plan

Component Manager: Math Department Chair

ACTION COMPONENT: **Math**

### Strategy 1: Math teachers will make math applicable to all students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. All math teachers will implement an average of 4 various hands-on activities each month.	<b>Implementation:</b> This activity will be fully implemented when each teacher implements an average of 4 hands on activities each month.	All Math Teachers	8/06 to May 2013	n/a	n/a		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through weekly documentations of each teacher's lesson plans.						
	<b>Long-Term Measure of Success:</b> Long-term measure of success of this activity will be measured through an increase MAP and KCCT scores.						



## Southern Middle School School Improvement Action Plan

Component Manager: Math Department Chair

ACTION COMPONENT: **Math**

### Strategy 1: Math teachers will make math applicable to all students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. All teachers will share and demonstrate the use of successful Mathematics interventions at monthly Math Department meetings.	<b>Implementation:</b> This activity will be fully implemented when Math teachers are using effective intervention strategies in their classes and share successful ones to all other department members at the monthly meetings.	All Math Teachers	August 2010 to May 2013				
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by teachers sharing successful intervention strategies at monthly meetings.						
	<b>Long-Term:</b> Long-term success of this activity will be measured when our KCCT goals and SB 168 targets are met.						



## Southern Middle School School Improvement Action Plan

Component Manager: Math Department Chair

ACTION COMPONENT: **Math**

**Strategy 1:** Math teachers will make math applicable to all students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
C. All math teachers will incorporate at least two CMP and or SpringBoard units with the basic course.	<b>Implementation:</b> This activity will be fully implemented when each teacher implements at least two CMP and or SpringBoard units with the basic course.	All Math Teachers	8/06 to May 2013				
	<b>Short-Term Measure of Success:</b> Short-term success of this activity will be measured through weekly documentations of each teacher's lesson plans.						
	<b>Long-term measure of success:</b> This activity will be measured with an increase in proficient/ distinguished work by 10% on open response questions.						



## Southern Middle School School Improvement Action Plan

Component Manager: Math Department Chair

ACTION COMPONENT: **Math**

### Strategy 1: Math teachers will make math applicable to all students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
D. All math teachers will attend at least 6 hours of PD that addresses hands-on activities (i.e. Spring Board, CMP Camps, Math Content Academies)	<b>Implementation:</b> This activity will be fully implemented when each teacher attends at least 6 hours of PD that address hands-on activities	All Math Teachers	8/06 to May 2013	n/a	n/a		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by the PD certificate from the professional development.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through an increase in MAP, KCCT, and Learning Check scores.						



## Southern Middle School School Improvement Action Plan

Component Manager: Math Department Chair

ACTION COMPONENT: **Math**

### Strategy 1: Math teachers will make math applicable to all students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
E. Success Maker, a computer based math program with proven results in advancing students will be available to all students, but students in gap areas will be given priority.	<b>Implementation:</b> This activity will be fully implemented when this program is available to students in math resource and mentoring classes and will also be available for students in ESS. Selected groups of students will also participate in this program before and after school.	Math Teachers Special Ed Teachers	8/07 to May 2013				
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through Learning Check and MAP data showing these students making progress toward P/D status as the year progresses.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT goals and SB 168 targets being met.						



## Southern Middle School School Improvement Action Plan

Component Manager: Math Department Chair

ACTION COMPONENT: **Math**

### Strategy 2: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. SuccessMaker will be available to all AA students on a daily basis through regular classes, math intervention classes, before school and during Power Hour.	<p><b>Implementation:</b> SuccessMaker will be available for all AA students to access during their regular math class, math lab, power hour, and before school.</p> <p><b>SB 168:</b> AA students will have access to Successmaker each day of the school year.</p>	Math Teachers Special Ed	August 2011 to May 2013				
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through KCCT like assessments and MAP data showing these students making progress toward P/D status as the year progresses.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT goals and SB 168 targets being met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Math Department Chair

ACTION COMPONENT: **Math**

### Strategy 2: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. Non-IEP AA students who did not score P/D on KCCT and/or MAP will have priority in being placed in Math intervention classes.	<p><b>Implementation:</b> This activity will be fully implanted when all NON IEP AA students who did not score P/D on KCCT and /or MAP have been placed in the Math Intervention class.</p> <p><b>SB 168:</b> Non-IEP AA students who did not score P/D on KCCT and/or MAP will have priority in being placed in Math Intervention Classes.</p>	Math Teachers Math Intervention Teacher	August 2011 to May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured each nine weeks when rosters for the Math Intervention class are compiled.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT goals and SB 168 targets being met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Math Department Chair

ACTION COMPONENT: **Math**

### Strategy 2: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
C. AA students with Disabilities who did not score P/D on KCCT and/or MAP will be placed in our Resource and/or Support Skills Classes.	<p><b>Implementation:</b> This activity will be fully implemented when all AA students with disabilities who did not score P/D on KCCT and/or MAP have been placed in either a Resource or Support Skills.</p> <p><b>SB 168:</b> IEP AA students who did not score P/D on KCCT and/or MAP will be placed in our Resource and/pr Support Skills Classes.</p>	Principal  Math Teachers  Special Ed Dept. Chair  Resource/Support Skills teacher	August 2011 to May 2013				
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured each nine weeks when rosters for the Resource and Support Skills classes are compiled. Teachers will let the Special Ed Chair know who needs to be in these classes based on KCCT and MAP scores.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT goals and SB 168 targets being met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Math Department Chair

ACTION COMPONENT: **Math**

### Strategy 2: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
D. Each AA female student who is not scoring P/D on KCCT and/or MAP will be mentored by a Math teacher	<p><b>Implementation:</b> This activity will be fully implemented when all A females who did not score P/D on KCCT and/or MAP have been assigned a math teacher as a mentor.</p> <p><b>SB 168:</b> AA female students who did not score P/D on KCCT and/or MAP will be mentored.</p>	Math Teachers	August 2011 to May 2013				
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by KCCT like assessments and MAP data showing these students making progress toward P/D status as the year progresses.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT goals and SB 168 targets being met.</p>						



## Southern Middle School School Improvement Action Plan

**COMPONENT MANAGER: Science Dept Chair**

**ACTION COMPONENT: Science**

**Priority Need Indicators:**

According to the 2010 KCCT results:

1. Southern Middle has a Science index of 96.
2. The overall percentage for Proficient/Distinguished in Science is currently 69.44%.
3. 59.46% of our African-American population scored Proficient/Distinguished in Science.

**Goal**

The overall percentage of students scoring Proficient and Distinguished in Science will show an increase of 7% in 2011--2012 and then increase by another 8% in 2012-2013.

**SB 168 Targets:** Improve the % of African American Male students scoring Proficient/Distinguished to 73% by 2012.

**Cause(s)/Contributing Factors**

According to the 2009-2010 NCLB data:

1. Our school did not meet the Annual Measurable Objective in Reading for African-American students.
2. We also did not meet our AMO targets for the Free/Reduced Lunch and Disability populations.

**Objective(s) with Measures of Success**

**SB 168 Target:** Our department will incorporate effective reading strategies into our standards-based units to achieve our school's 2012 SB 168 primary goals of having 73% of our African American Male population scoring Proficient or Distinguished on the KCCT in Reading. Based on 2010 NCLB data, this goal, when reached, will be an increase of 26% for African American male students.



## Southern Middle School School Improvement Action Plan

Component Manager: Science Department Chair

ACTION COMPONENT: **Science**

### Strategy 1: Increase the organization skills of students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. All teachers will implement an organization plan for all students in the class.	<b>Implementation:</b> This activity will be fully implemented when all students keep an organized folder or binder. This will increase the students' ability to locate assignments for homework, class work and test studying. This is especially important for students with disabilities and low SES.	All Science Teachers	8/2009-ongoing	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this strategy will be measured through documentation of the teacher organization plan and student work demonstrating the organization plan						
	<b>Long-Term Measures of Success:</b> Long-term success of this strategy will be measured meeting the KCCT and SB 168 goals.						



## Southern Middle School School Improvement Action Plan

Component Manager: Science Department Chair

ACTION COMPONENT: **Science**

**Strategy 2:** Increase the ability of students to effectively review and study information presented in class.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. All science teachers will incorporate study skills within units of study.	<b>Implementation:</b> This strategy will be fully implemented when students' weaknesses are identified and improved upon by all science teachers reviewing study skills within their units. This is especially true of students with disabilities and who have low SES.	All Science Teachers	8/2011-ongoing	\$0.00	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this strategy will be measured through lesson plan documentation of use of study skill reviews.						
	<b>Long-Term Measures of Success:</b> Long-term success of this strategy will be measured meeting the KCCT and SB 168 goals.						



## Southern Middle School School Improvement Action Plan

Component Manager: Science Department Chair

ACTION COMPONENT: **Science**

### Strategy 3: Increase student use of experimental design and lab equipment to learn science content.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. All science teachers will implement at least 3 investigations per 9 week period, which include the use of experimental design and lab equipment.	<b>Implementation:</b> This strategy will be fully implemented when teachers can document that at least 3 investigations have been implemented in each 9 week period.	All Science Teachers	8/2010-ongoing	\$0.00	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this strategy will be measured through lesson plan documentation of use of scientific method and equipment.						
	<b>Long-Term Measures of Success:</b> Long-term success of this strategy will be measured meeting the KCCT and SB 168 goals.						



**Southern Middle School  
School Improvement  
Action Plan**

<b>COMPONENT MANAGER: Social Studies Chair</b>	<b>ACTION COMPONENT: Social Studies</b>
<b>Priority Need Indicators:</b>	<b>Goal</b>
<p>According to 2009-2010 KCCT results:</p> <ol style="list-style-type: none"> <li>1. Southern Middle has a Social Studies index of 87.</li> <li>2. 35% of Free/Reduced approved students scored Proficient/Distinguished. And, 17% of Disability students scored Proficient/Distinguished.</li> <li>3. The overall percentage for Proficient/Distinguished in Social Studies is currently 59%.</li> </ol>	<p>The overall percentage of students scoring Proficient and Distinguished in Social Studies will show an increase of 10% in 2010-2011 and then increase by another 10% in both 2012 and 2013.</p> <p><b><u>SB 168 Targets:</u></b> Improve the % of African American Male students scoring Proficient/Distinguished to 73% by 2012.</p>
<b>Cause(s)/Contributing Factors</b>	<b>Objective(s) with Measures of Success</b>
<p>According to the 2009-2010 NCLB data:</p> <ol style="list-style-type: none"> <li>1. Our school did not meet the Annual Measurable Objective in Reading for African American students.</li> <li>2. We also did not meet our AMO targets for free and reduced lunch students and students with disabilities.</li> </ol>	<p><b>SB 168 Target:</b> Our department will incorporate effective reading strategies into our standards-based units to achieve our school's 2012 SB 168 primary goals of having 73% of our African American Male population scoring Proficient or Distinguished on the KCCT in Reading. Based on 2010 NCLB data, this goal, when reached, will be an increase of 26% for African American male students.</p>



## Southern Middle School School Improvement Action Plan

Component Manager: Social Studies Chair

ACTION COMPONENT: **Social Studies**

### Strategy 1: Provide activities that will require higher order thinking.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Teachers will change their instructional practices to engage students in critical thinking, differentiation, technology, interactive lessons, inquiry, problem solving, expository reading and cooperative classroom study.	<p><b>Implementation:</b> This activity will be fully implemented when teachers use the History Alive curriculum and other interactive lessons.</p> <p><b>SB 168:</b> Increase the percentage of African American males scoring Proficient/ Distinguished to 73%.</p>	All social studies teachers	Aug. 2011 - May 2013	\$0			
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through collegial planning documentation of the use of instructional strategies, i.e. differentiation, classroom technology, cooperative groups. Teachers will share successful uses of teaching strategies during monthly department meetings.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB goals being met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Social Studies Chair

ACTION COMPONENT: **Social Studies**

### Strategy 2: Apply detailed and/or analytical writing to Social Studies.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. All Social Studies teachers will ensure that all students will use the pre-writing strategy, "Do-What-Details" every time an open response question is given in their classes.	<b>Implementation:</b> This activity will be fully implemented when all teachers are ensuring that all students are using the "Do-What-Details" ORQ pre-writing strategy every time an ORQ is given.	All social studies teachers	Aug. 2011 - May 2013	\$0			
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through collegial plan sheet documentation of the use of the "Do-What-Details" strategy whenever ORQs are being planned.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through higher ORQ scores on the Social Studies KCCT than the previous year.						



## Southern Middle School School Improvement Action Plan

<b>COMPONENT MANAGER:</b> Language Department Chair	<b>ACTION COMPONENT:</b> Language Arts
<b>Priority Need Indicators:</b>	<b>Goal</b>
<p>According to 2009 – 2010 KCCT data:</p> <ol style="list-style-type: none"> <li>1. 53% of our African-American male population is reading below the Proficient level.</li> <li>2. In Reading, the overall percentage for Proficient/Distinguished is currently 75.3%.</li> <li>3. In Writing, the overall percentage for Proficient/Distinguished is currently 44%.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>SB 168 Primary Target:</b> Improve the % of African-American male students scoring Proficient/ Distinguished to 73.4% by 2012-2013 (currently 47%).</li> <li>2. The overall percentage of students scoring Proficient and Distinguished in Reading will show an increase of 6% at each grade level in 2011. And, then increase by another 6% in both 2012 and 2013.</li> <li>3. The overall percentage of students scoring Proficient and Distinguished in Writing On-Demand will show an increase of 14% in 2011. And, then increase by another 14% in both 2012 and 2013.</li> </ol>
<b>Cause(s)/Contributing Factors</b>	<b>Objective(s) with Measures of Success</b>
<p>According to the 2009-2010 KCCT data:</p> <ol style="list-style-type: none"> <li>1. Our school’s overall Reading Index remained unchanged from the previous year.</li> <li>2. The Writing Index was an 85.</li> </ol> <p>According to the 2009-2010 NCLB data:</p> <ol style="list-style-type: none"> <li>3. Our school did not meet the Annual Measurable Objective in Reading for African-American students.</li> <li>4. We also did not meet our AMO targets for the Free/Reduced Lunch and Disability populations.</li> </ol>	<p><b>NCLB/SB 168 Primary Targets for Language Arts:</b></p> <p><b>Our department will incorporate effective reading strategies into our standards-based units to achieve our school’s 2012 SB 168 primary goal of having 73.4% of our African-American male population scoring Proficient or Distinguished on the KCCT in Reading. Based on 2010 NCLB data, this goal, when reached, will be an increase of 26.6% for African-American male students.</b></p>



## Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: **Language Arts**

### Strategy 1: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Place AA male students with Disabilities who did not score P/D on KCCT and/or MAP in our Resource and/or Support Skills class.	<p><b>Implementation:</b> This activity will be fully implemented when all AA male students with Disabilities who did not score P/D on KCCT and/or MAP have been placed in either a Resource or Support Skills class.</p> <p><b>SB 168:</b> IEP AA students who did not score P/D on KCCT and/or MAP will be placed in our Resource and/or Support Skills Classes.</p>	Principal Language Arts teachers Resource Teachers Instructional Coach Support Skills Teacher	Aug 2011/ May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured each nine weeks when rosters for the Resource and Support Skills classes are compiled. Teachers will let the Special Ed Chair know who needs to be in these classes based on KCCT and MAP scores.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when our KCCT and SB 168 targets are met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: **Language Arts**

### Strategy 1: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. Give priority to Non-IEP AA male students who did not score P/D on KCCT and/or MAP when filling the rosters of the Reading intervention class.	<p><b>Implementation:</b> This activity will be fully implemented when all Non-IEP AA students who did not score P/D on KCCT and/or MAP have been placed in the Reading Intervention class.</p> <p><b>SB 168:</b> Non-IEP AA male students who did not score P/D on KCCT and/or MAP will have priority in being placed in Reading intervention classes.</p>	Language Arts Department Chair  Language Arts teachers  Instructional Coach  Reading Intervention Teacher	Aug 2011/ May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured each nine weeks when rosters for the Reading Intervention class are compiled. Teachers will let the Chair know who needs to be in this class based on KCCT and MAP scores.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when our KCCT and SB 168 targets are met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: **Language Arts**

### Strategy 1: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
C. Share and demonstrate the use of successful and effective Language Arts interventions at monthly Language Arts Department meetings.	<p><b>Implementation:</b> This activity will be fully implemented when Language Arts teachers are using effective intervention strategies in their classes and share successful and effective ones to all other department members at the monthly meetings.</p> <p><b>SB 168:</b> Non-IEP AA male students who did not score P/D on KCCT and/or MAP will have priority in being placed in Reading intervention classes.</p>	<p>Language Arts Department Chair</p> <p>Language Arts teachers</p>	Aug. 2011/ May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by teachers sharing successful and effective intervention strategies at monthly meetings.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when our KCCT goals and both SB 168 Primary "closing the achievement gap" targets are met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: **Language Arts**

### Strategy 1: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
D. Using pertinent data (MAP, grades, common assessments, KCCT scores, etc...), place students performing below grade level and/or in Reading Intervention class.	<p><b>Implementation:</b> This activity will be fully implemented when all students who, pertinent data shows, are performing below grade level in Language Arts are placed into the Reading Intervention class.</p> <p><b>SB 168:</b> Non-IEP AA male students who did not score P/D on KCCT and/or MAP will have priority in being placed in Reading intervention classes.</p>	Reading Intervention teacher  Principal  Counselors	Aug. 2011/ May 2013				
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured each 9 weeks when all students who are performing below grade level in Language Arts are placed into the Reading Intervention class.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when our KCCT goals and both SB 168 Primary targets are met and when students' reading skills improve.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: **Language Arts**

### Strategy 1: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
E. Utilize before/after school tutoring sessions to give assistance to students who are struggling in mastering the Reading Core Content.	<p><b>Implementation:</b> This activity will be fully implemented when Language Arts teachers routinely Utilize before/after school tutoring and/or the Power Hour sessions to help groups of students who are not mastering the Reading Core Content.</p> <p><b>SB 168:</b> Provide 1-1 help/conferencing from a school support person.</p>	Language Arts teachers  Reading Intervention teacher	Aug. 2011/May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured by the LA department holding at least 2 before/after school tutoring sessions per month and/or recommending students to the Power Hour weekly.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when our KCCT goals and both SB 168 Primary “closing the achievement gap” targets are met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: **Language Arts**

### Strategy 1: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
F. Use MAP data to determine specific reading gaps to help establish and implement appropriate interventions.	<p><b>Implementation:</b> This activity will be fully implemented when MAP data is used to determine student difficulties in Reading and appropriate interventions are implemented.</p> <p><b>SB 168:</b> Non-IEP AA students who did not score P/D on KCCT and/or MAP will have priority in being placed in Reading intervention classes.</p>	Instructional Coach  Language Arts teachers	Aug. 2011/May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured when MAP data is used to determine reading gaps in the first month of school. Then, teachers will use the data to implement interventions that address those gaps.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when both KCCT goals and both SB 168 Primary "closing the achievement gap" targets are met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: **Language Arts**

### Strategy 2: Encourage more independent reading for students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Encourage and create more opportunities for independent reading, either through targeted book clubs or through specific incentives for Accelerated Reader points for our AA male population.	<p><b>Implementation:</b> This activity will be fully implemented when all Language Arts teachers are creating book clubs or using strategies/ incentives for Accelerated Reader points for our AA male population.</p> <p><b>SB 168:</b> Encourage and create more opportunities for independent reading, either through targeted book clubs or through specific incentives for Accelerated Reader points.</p>	Language Arts Chair  Language Arts teachers  Media Specialist	Aug 2011/ May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured when a list of strategies/incentives and/or book clubs is developed by LA teachers within the first month of school and all LA teachers report quarterly, during department meetings, how their strategies are increasing independent reading.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when our KCCT and SB 168 targets are met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: **Language Arts**

### Strategy 2: Encourage more independent reading for students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. Implement strategies/ incentives in all Language Arts classes that will promote an increase in independent reading outside of school. Example strategies include, but are not limited to, Accelerated Reader competitions, book club memberships, silent reading time, and reading logs.	<p><b>Implementation:</b> This activity will be fully implemented when all Language Arts teachers are using strategies/ incentives to promote increase in independent reading.</p> <p><b>SB 168:</b> Encourage and create more opportunities for independent reading, either through targeted book clubs or AR incentives.</p>	Language Arts Department Chair  Language Arts teachers  Media Specialist	Aug. 2011/May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured when a list of strategies/incentives is developed by all LA within the first month of school and all LA teachers report quarterly, during department meetings, how their strategies are increasing independent reading.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when our KCCT goals and both SB 168 Primary "closing the achievement gap" targets are met.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: **Language Arts**

### Strategy 3: Implement the Writing Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Implement writing strategies and components as outlined in the Program Review and the SMS Writing Policy.	<b>Implementation:</b> This activity will be fully implemented when LA teachers have implemented the strategies found in the Writing Program Review.	Language Arts Teachers  Language Arts Chair  Instructional Coach	Aug. 2011/May 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured when one complete heading from the Writing Program Review is implemented each quarter.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured when our KCCT goal for writing is met.						



## Southern Middle School School Improvement Action Plan

<b>COMPONENT MANAGER:</b> Exploratory Department Chair	<b>ACTION COMPONENT:</b> Exploratory
<p><b>Priority Need Indicators:</b></p> <p>According to 2009 – 2010 KCCT data:</p> <ol style="list-style-type: none"> <li>53% of our African-American male population is reading below the Proficient level.</li> <li>In Reading, the overall percentage for Proficient/Distinguished is currently 75.3%.</li> </ol>	<p><b>Goal</b></p> <ol style="list-style-type: none"> <li>To begin to implement all components of the Program Reviews for Arts &amp; Humanities and Practical Living/Career Studies.</li> <li>To fully implement Demonstrator 1 strand of the Program Review for Arts &amp; Humanities and Practical Living/Career Studies.</li> </ol> <p><b>SB 168 Targets:</b> Improve the % of African American Male students scoring Proficient/Distinguished to 73% by 2012.</p>
<p><b>Cause(s)/Contributing Factors</b></p> <p>According to the 2009-2010 NCLB data:</p> <ol style="list-style-type: none"> <li>Our school did not meet the Annual Measurable Objective in Reading for African American students.</li> <li>We also did not meet our AMO targets for free and reduced lunch students and students with disabilities</li> </ol>	<p><b>Objective(s) with Measures of Success</b></p> <p><b>SB 168 Target:</b> Our department will incorporate effective reading strategies into our standards-based units to achieve our school’s 2012 SB 168 primary goals of having 73% of our African American Male population scoring Proficient or Distinguished on the KCCT in Reading. Based on 2010 NCLB data, this goal, when reached, will be an increase of 26% for African American male students.</p>



## Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: **Exploratory**

### Strategy 1: Fully implement Demonstrator 1 of the Arts & Humanities Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. The arts curriculum will be fully aligned with local, state and national standards. It is described and outlined in a series of sequential and articulated curriculum guides/maps for each grade level or course in each arts discipline.	<b>Implementation:</b> This activity will be fully implemented when the arts curriculum is fully aligned with local, state and national standards. And also when the curriculum is described and outlined in a series of sequential and articulated curriculum guides/maps for each grade level or course in each arts discipline	All Exploratory teachers	August 2011- June 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short term progress of this strategy will be through documentation of the arts and humanities evaluation committee which will meet tri-annually.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the results of the Program Review.						



## Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: **Exploratory**

### Strategy 1: Fully implement Demonstrator 1 of the Arts & Humanities Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. The arts curriculum will provide for the development of arts literacy and intentionally provides meaningful opportunities for integration as cross-curricular connections are made.	<b>Implementation:</b> This activity will be fully implemented when the arts curriculum provides for the development of arts literacy and intentionally provides meaningful opportunities for integration through cross-curricular connections.	All Exploratory teachers	August 2011- June 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short term progress of this strategy will be through documentation of the arts and humanities evaluation committee which will meet tri-annually.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the results of the Program Review.						



## Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: **Exploratory**

### Strategy 1: Fully implement Demonstrator 1 of the Arts & Humanities Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
C. The arts curriculum will intentionally address interrelationships among the arts and comprises a balanced program of creating, performing, and responding experiences in each of the four arts disciplines.	<b>Implementation:</b> This activity will be fully implemented when the arts curriculum intentionally addresses interrelationships among the arts and comprises a balanced program of creating, performing, and responding experiences in each of the four arts disciplines.	All Exploratory teachers	August 2011- June 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short term progress of this strategy will be through documentation of the arts and humanities evaluation committee which will meet tri-annually.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the results of the Program Review.						



## Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: **Exploratory**

### Strategy 1: Fully implement Demonstrator 1 of the Arts & Humanities Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
D. The school arts curriculum committee will meet regularly and will use multiple indicators of student performance (e.g., local, state and national standards, student performance assessments, arts organization performance assessments from sanctioned events, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions in the arts curriculum.	<b>Implementation:</b> This activity will be fully implemented when the school arts curriculum committee meets regularly and uses multiple indicators of student performance to evaluate, monitor and make recommendations for any needed revisions in the arts curriculum.	All Exploratory teachers	August 2011- June 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short term progress of this strategy will be through documentation of the arts and humanities evaluation committee which will meet tri-annually.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the results of the Program Review.						



## Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: **Exploratory**

### Strategy 2: Fully implement Demonstrator 1 of the Practical Living/Career Studies Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Access will be provided through intentionally scheduling appropriate amount of time within the school schedule for instruction in all four disciplines (i.e., health education, physical education, consumerism, career studies) for ALL students.	<b>Implementation:</b> This activity will be fully implemented when access is provided through intentionally scheduling an appropriate amount of time within the school schedule for instruction in all four disciplines for all students.	All Exploratory teachers	August 2011- June 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short term progress of this strategy will be through documentation of the PL/CS evaluation committee which will meet tri-annually.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the results of the Program Review.						



## Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: **Exploratory**

### Strategy 2: Fully implement Demonstrator 1 of the Practical Living/Career Studies Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. The PL/CS curriculum will include activities for students from diverse populations (i.e., special needs, gifted/talented, ethnicity, gender, socio-economics, etc.) and maintain high expectations for all students with opportunities to demonstrate individual progress and achievement.	<b>Implementation:</b> This activity will be fully implemented when the PL/CS curriculum includes activities for students from diverse populations and maintain high expectations for all students with opportunities to demonstrate individual progress and achievement.	All Exploratory teachers	August 2011- June 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short term progress of this strategy will be through documentation of the PL/CS evaluation committee which will meet tri-annually.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the results of the Program Review.						



## Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: **Exploratory**

### Strategy 2: Fully implement Demonstrator 1 of the Practical Living/Career Studies Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
C. The PL/CS curriculum will engage all students in higher order thinking, creativity and problem-solving skills evidenced by authentic student products and performances and will include all intelligences and abilities (e.g., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional).	<b>Implementation:</b> This activity will be fully implemented when the PL/CS curriculum engages all students in higher order thinking, creativity and problem solving skills evidenced by authentic student products and performances and includes all intelligences and abilities.	All Exploratory teachers	August 2011- June 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short term progress of this strategy will be through documentation of the PL/CS evaluation committee which will meet tri-annually.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the results of the Program Review.						



## Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: **Exploratory**

### Strategy 2: Fully implement Demonstrator 1 of the Practical Living/Career Studies Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
D. The A&H and PL/CS teachers will begin to understand and implement all demonstrators of the Program Reviews.	<b>Implementation:</b> This activity will be fully implemented when all Exploratory teachers understand and implement all demonstrators of the Program Reviews.	All Exploratory teachers	August 2011- June 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short term progress of this strategy will be through documentation of the Arts and Humanities and the PL/CS evaluation committee which will meet tri-annually.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the results of the Program Review.						



## Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: **Exploratory**

### Strategy 2: Fully implement Demonstrator 1 of the Practical Living/Career Studies Program Review.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
E. Incorporate content-based reading strategies into all Exploratory classrooms.	<b>Implementation:</b> This activity will be fully implemented when all Exploratory teachers are incorporating content-based reading standards/strategies every nine weeks. These standards/strategies are in support of what the Language Arts teachers will be teaching that nine weeks.	All Exploratory teachers  Instructional Coach	January 2009 - May 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short term progress of this strategy will be through documentation of the Arts and Humanities and the PL/CS evaluation committee which will meet tri-annually.						
	<b>Long-Term Measures of Success:</b> All SB 168 and KCCT standards for reading have been met.						



## Southern Middle School School Improvement Action Plan

<b>COMPONENT MANAGER: Instructional Coach/ Principal</b>	<b>ACTION COMPONENT: Equity</b>
<b>Priority Need Indicators:</b>	<b>Goal</b>
2010 KCCT results show significant achievement gaps in Reading for the African-American male population.	<p>Increase the percentage of African-American male students scoring Proficient/Distinguished on the Reading KCCT to 73%.</p> <p>All departments and SBDM committees will incorporate plans and strategies to help our school reach this goal.</p>
<b>Cause(s)/Contributing Factors</b>	<b>Objective(s) with Measures of Success</b>
<p>According to the 2009-2010 KCCT data:</p> <ol style="list-style-type: none"> <li>1. Our school's overall Reading Index remained unchanged from the previous year.</li> </ol> <p>According to the 2009-2010 NCLB data:</p> <ol style="list-style-type: none"> <li>2. Our school did not meet the Annual Measurable Objective in Reading for African-American students.</li> <li>3. We also did not meet our AMO targets for the Free/Reduced Lunch and Disability populations.</li> </ol>	<p><b>NCLB/SB 168 Primary Targets</b></p> <p><b>Our school's 2012 SB 168 primary goal is for 73.4% of our African-American male population scoring Proficient or Distinguished on the KCCT in Reading. Based on 2010 NCLB data, this goal, when reached, will be an increase of 26.6% for African-American male students.</b></p>



## Southern Middle School School Improvement Action Plan

Component Manager: Instructional  
Coach/Principal

ACTION COMPONENT: **Equity**

**Strategy 1:** Students needing academic interventions will receive them.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Each team/ department will review all pertinent data to monitor the progress of African-American students.	<b>Implementation:</b> This activity will be fully implemented when students falling in the listed gap areas are targeted for assistance when data shows they need to be.	All Teachers  Department Chairs  Team Leaders  Instructional Coach  Principals	August 2011/ May 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through subsequent assessment data showing these students making progress toward P/D goal percentages as the year progresses. Progress will be reported to administrators, Instructional Coach and SBDM.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.						



## Southern Middle School School Improvement Action Plan

Component Manager: Curriculum Committee/Instructional Coach/Internal Facilitator

ACTION COMPONENT: **Equity**

**Strategy 1:** Students needing academic interventions will receive them.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. Provide 1-1 Reading help/conferencing to AA males from a school support person (Instructional Coach, Reading Coach, counselors, etc...)	<p><b>Implementation:</b> This activity will be fully implemented when school support personnel are routinely helping/conferencing with African-American males who are struggling in Reading.</p> <p><b>SB 168:</b> Provide 1-1 help/conferencing during TEAM Time from a school support person (Instructional Coach, Reading Coach, counselors, etc...)</p>	Instructional Coach  Miscellaneous others	August 2011/May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short – term success of this activity will be measured through documentation that 1-1 conferencing in help is being provided.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Curriculum Committee/Instructional Coach/Internal Facilitator

ACTION COMPONENT: **Equity**

### Strategy 1: Implement interventions for struggling students.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/End Date	Cost	Fund Source	I P N	Progress Statement
C. Mentor AA males through our school mentoring program.	<p><b>Implementation:</b> This activity will be fully implemented when a mentoring program is established and all African American males are being mentored.</p> <p><b>SB 168:</b> Mentor AA males through our school mentoring program.</p>	All teachers	December 2010/May 2013	\$0	N/A		
	<p><b>Short-Term Measures of Success:</b> Short – term success of this activity will be measured through.</p>						
	<p><b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.</p>						



## Southern Middle School School Improvement Action Plan

Component Manager: Instructional Coach/Principal

ACTION COMPONENT: **Equity**

**Strategy 2:** Appropriate technical assistance will be accessed to remove barriers to learning.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. ESS/Plato will be used to re-teach core content for mastery and for credit recovery.	<b>Implementation:</b> This activity will be fully implemented when students who are in danger of failing have the opportunity to participate in ESS/Plato to master core content and replace a failing grade with a passing grade.	Principal  Counselors	ongoing	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured when more targeted students choose to participate and receive credit recovery.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.						



## Southern Middle School School Improvement Action Plan

Component Manager: Instructional Coach/Principal

ACTION COMPONENT: **Equity**

**Strategy 3:** Appropriate programs will be established or continued to remove barriers to learning.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. All SMS teachers will continue to use CHAMPs in their classrooms daily and the Foundations Team will continue to monitor and tweak what our school's behavior expectations are.	<b>Implementation:</b> This activity will be fully implemented when every teacher actively uses CHAMPs for behavior expectations in his/her classroom on a daily basis. The Foundations Team will continue to monitor and tweak strategies for common area expectations.	Classroom Teachers, Foundations Team  Counselors	August 2005/ May 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through continual monitoring that the discipline referrals are decreasing and classroom attendance is increasing.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.						



## Southern Middle School School Improvement Action Plan

Component Manager: Instructional Coach/Principal

ACTION COMPONENT: **Equity**

**Strategy 3:** Appropriate programs will be established or continued to remove barriers to learning.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. All students will continue participation in the CollegeBoard SpringBoard program in Math and Language Arts to prepare all students for participation in AP classes in high school.	<b>Implementation:</b> This activity will be fully implemented when Math and LA teachers continue to update their training in SpringBoard, and the program will be taught sequentially in LA and as a supplement in math.	Math and language arts teachers, instructional coach, principal.	May 2006/ May 2013				
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through collegial plan sheets and/or lesson plans document incorporation of the SpringBoard program.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through the KCCT and NCLB results showing that we are closing achievement gaps.						



## Southern Middle School School Improvement Action Plan

<b>COMPONENT MANAGER: Principal/YSC Coordinator</b>	<b>ACTION COMPONENT: Family and Community Involvement</b>
<b>Priority Need Indicators:</b>	<b>Goal</b>
<p>According to the 2009-2010 NCLB data:</p> <ol style="list-style-type: none"> <li>1. Our school did not meet the Annual Measurable Objective in Math for students with disabilities.</li> <li>2. Our school did not meet the Annual Measurable Objective in Reading for African-American students.</li> <li>3. We also did not meet our AMO targets for the Free/Reduced Lunch and Disability populations.</li> </ol>	<ol style="list-style-type: none"> <li>1. To make four positive contacts to our students' homes with the goal of increasing active parental involvement.</li> <li>2. To ensure that our team web pages are updated daily to inform parents of class assignments.</li> <li>3. To participate in school-based mentoring programs.</li> <li>4. To establish community partnerships to assist with mentoring programs.</li> </ol>
<b>Cause(s)/Contributing Factors</b>	<b>Objective(s) with Measures of Success</b>
<ol style="list-style-type: none"> <li>1. Some parents feel there could be more communication between school and home, and they would like to see communication about their student and the school happen more frequently.</li> <li>2. Students need extra support at school through mentoring to help with all aspects of their learning needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>SMS wants to keep the lines of communication open with students and parents in several ways to ensure academic success. We will do so by making positive contacts to our students' homes and streamlining the way information about assignments is given on team web pages. Teachers will keep documentation of positive contacts to the home as well as keep their team web pages updated daily.</b></li> <li>2. <b>SMS staff members will participate in mentoring programs and help create community partnerships to help with mentoring.</b></li> </ol>



## Southern Middle School School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: **Family and Community**

### Involvement

**Strategy 1:** Relationship-building – The SMS staff will build productive, personal relationships with families of all our students. We will create and maintain a responsive and welcoming atmosphere for families.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/End Date	Cost	Fund Source	I P N	Progress Statement
A. Teachers will have positive communication with families at least 4 times each year (2 team, 2 individual), including the beginning of the year Customer Service phone call (postcards, phone calls, e-mail, report cards Teacher Messenger, etc..).	<b>Implementation:</b> This activity will be fully implemented when all teachers document that they have had 4 positive communications, 2 team/2 individual, with families in the school year.	Teachers  Principals	ongoing	Cost of Good News postcards, postage	School Activity Funds		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured when teachers document 2 positive parent communications in the first half of the year.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through KCCT and SB 168 goals being met because parents are more involved with their students' learning.						



## Southern Middle School School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: **Family and Community Involvement**

**Strategy 2: Communication** – Two-way information in many forms flows regularly between staff and families about students’ academic achievement and individual needs.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Team web pages will be updated daily to inform parents and students of class assignments, and/or upcoming projects, assessments. Also, on this web page, there will be a link to each team teacher’s individual web page which should include a class description, course syllabus and any other pertinent information.	<b>Implementation:</b> This activity will be fully implemented when team web pages are updated daily and include a link to the individual teacher web pages from that team.	All Teachers  TRT	August 2011/ May 2013	\$0	N/A		
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured when all team web pages are updated daily and a link to individual teacher web pages have been created on the team web page.						
	<b>Long-Term Measures of Success:</b> Long term success of this activity will be measured by an increase in GPAs and test scores due to increase and uniformity of information being given on the web pages.						



## Southern Middle School School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: **Family and Community Involvement**

**Strategy 3: Advocacy** – Our staff will identify and mentor students based on that child’s learning needs.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Teachers will participate in school based mentoring programs for students with academic barriers to learning (transition, truancy, social or educational).	<b>Implementation:</b> This activity will be fully implemented when all teachers are participating in a mentoring program for students with academic barriers.	All certified staff and classified para-educators  YSC	ongoing				
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured when mentoring programs are created and all teachers are participating in the mentoring program.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through our KCCT and NCLB goals being met.						



## Southern Middle School School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: **Family and Community Involvement**

**Strategy 3: Advocacy** – Our staff will identify and mentor students based on that child’s learning needs.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. SMS will explore and establish community partnerships to assist with mentoring programs for students with academic barriers to learning (transition, truancy, social or educational).	<b>Implementation:</b> This activity will be fully implemented when a community partnership has been explored and established to assist with mentoring programs for students with academic barriers to learning.	All Staff Members	Aug 2011/ June 2012				
	<b>Short-Term Measures of Success:</b> Short-term success of this activity will be measured through documentation that community partnership interests in SMS mentoring programs have been explored.						
	<b>Long-Term Measures of Success:</b> Long-term success of this activity will be measured through our KCCT and NCLB goals being met.						