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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 KERA, 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 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

How planning and needs assessment teams were organized:

Our School Improvement Plan was revised during the spring of 2007 in order to align it with new Senate Bill 168 targets. Each department analyzed disaggregated data from CATS 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 and our Instructional Coach worked together to find common elements from each content area in order to streamline the document; after that was accomplished the entire SIP was put into the new format. Drafts of the revised SIP were presented and opportunities for discussion were given to departments, faculty, and the SBDM council prior to final approval in May 2007.

How the needs of the school were determined:

Departments, committees and the SBDM Council analyzed disaggregated KCCT data using the Gap Goal Priority Chart, Gap Reduction Matrix and Goal Calculator software, as well as NCLB and CATS reports. This data was discussed at 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 between genders, majority/minority students, non-Free or Reduced Lunch/Free or Reduced Lunch students, non-special needs/special needs students. Gap reduction targets were identified and prioritized.

How goals and strategies were decided upon:

Beginning in January departments and committees developed goals and strategies to address the three components of Curriculum and Instruction, Equity, and Parent and Family Involvement. These goals and strategies were compiled into a draft of the plan and presented electronically to the entire staff for review and comment. Following staff input any 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 April 27, 2007. Then, it was posted on our school website for public access.

What implementation of the plan is expected to achieve:

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 assessment tasks that reflect the content areas and are aligned with the standards to be taught. The tasks should be age/ability appropriate.
4. Scoring guides used to guide student performance will be clearly defined, understood by students, and visible in the classrooms.
5. Samples of quality ("4") work will be posted in hallways and classrooms.
6. Common classroom assessments will be used and analyzed to determine instructional change. Students will receive meaningful feedback on their performance.
7. Teachers will utilize the Goal Calculator and PAS results to analyze student performance and progress in reducing gaps..

Equity:

1. Achievement Gaps are addressed across content areas as follows:

SB 168 Primary Targets

Language Arts: increase number of Free/reduced lunch students scoring Proficient/Distinguished to 75%.

Math: increase number of African American students scoring Proficient/Distinguished to 47%.

SB 168 Superlative Targets

Science: increase number of Free/reduced lunch students scoring Proficient/Distinguished to 46%.

Social Studies: increase number of Free/reduced lunch students scoring Proficient/Distinguished to 43%

PLVS: increase number of African American students scoring Proficient/Distinguished to 50%.
Arts and Humanities: increase number of male students scoring Proficient/Distinguished to 55%.
Arts and Humanities: increase number of African American students scoring Proficient/Distinguished to 45%.

Since many of our special needs students fall under these criteria, addressing these achievement gaps will help Southern Middle School make Adequate Yearly Progress on NCLB for all subgroups.

2. Achievement results, from a variety of 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.

Parent/Family Involvement:

1. Communication between home and school will improve.
2. Parents will have access to information about becoming involved in their student's education.
3. Students will feel that the good things they do are recognized and have pride in their school.

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

Staff reviewed the plan electronically, as well as during department and committee meetings. The draft plan was then presented to SBDM on April 27, 2007. Opportunities for Public Input are provided during SBDM meetings. A public meeting regarding our SB 168 targets was held on January 25, 2007

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 Sharepoint 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
2007-2009**

ACTION COMPONENT: Curriculum and Instruction		COMPONENT MANAGER: Curriculum Committee/ Instructional Coach/Internal Facilitator
Priority Need Indicators:	Goal	
According to the Spring 2007 Kentucky Progress Report, SMS had an Academic Index of 88.8 and an Accountability Index of 89.1 with a Novice level percentage of 9.64.	Southern Middle's Accountability Index will increase to 95.8 on the next round of KCCT testing data.	
SB 168: Refer to specific content area components		
Cause(s)/Contributing Factors	Objective(s) with Measures of Success	
	<p>For SB 168 Targets:</p> <p>All departments will increase their levels of Proficient/Distinguished percentages with their targeted populations. Refer to specific content area components</p> <p>Each department will set an Academic Index goal to reach by implementing their SB 168 strategies and activities. Refer to specific content area components</p>	



Southern Middle School School Improvement Action Plan

Component Manager: Curriculum Committee/Instructional Coach/Internal Facilitator

ACTION COMPONENT: Curriculum and Instruction

Strategy 1: Teachers will submit/review lessons and address vertical alignment on a regular basis.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Each department will document its vertical alignment progress monthly with the KASC checklist or FCPS Curriculum Map.	Implementation: This activity will be fully implemented when each department reviews its vertical alignment progress monthly. SB 168: Systemic Core Content Review	Teachers Department Chairs Curriculum Comm.	Jan 2007/ May 2009	\$0	N/A		
	Short-Term Measures of Success: Short – term success of this activity will be measured through reviewing documentation of vertical alignment progression at monthly meetings.						
	Long-Term Measures of Success: 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: Curriculum Committee/Instructional Coach/Internal Facilitator

ACTION COMPONENT: Curriculum and Instruction

Strategy 2: Teachers will use clearly defined rubrics and will post rubrics and distinguished student work visibly.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Teachers will ensure that scoring guides and rubrics used to guide high quality ("4") student performance are clearly defined, taught to all students, and visible to all students in the classroom.	<p>Implementation: This activity will be fully implemented when teachers post, in a way that's visible to all students, their clearly defined rubrics and scoring guides in the classroom.</p> <p>SB 168: ORQ practice, re-writing</p>	Teachers Department Chairs Instructional Coach Principals	Oct. 2006/ May 2009	\$0	N/A		
	<p>Short-Term Measures of Success: Short – term success of this activity will be measured through documentation in lesson/unit plans that the rubrics or scoring guides have been taught and posted in the classroom.</p>						
	<p>Long-Term Measures of Success: 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: Curriculum Committee/Instructional Coach/Internal Facilitator

ACTION COMPONENT: Curriculum and Instruction

Strategy 2: Teachers will use clearly defined rubrics and will post rubrics and distinguished student work visibly.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. Teachers will display high quality ("4") student work, based on the clearly defined, visibly posted rubric/scoring guide, for open responses, culminating assessment, projects, etc.	<p>Implementation: This activity will be fully implemented when, based on the rubric that was given, high quality ("4") student work is posted on the walls. Student work will be changed at least once every 4 1/2 weeks.</p> <p>SB 168: Re-teach to mastery.</p>	Teachers Department Chairs Instructional Coach Principals	Oct. 2006/ May 2009	\$0	N/A		
	<p>Short-Term Measures of Success: Short – term success of this activity will be measured through the incorporation of rubrics/scoring guides in all units and the posting of high quality ("4") student work.</p>						
	<p>Long-Term Measures of Success: 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: Curriculum Committee/Instructional Coach/Internal Facilitator

ACTION COMPONENT: Curriculum and Instruction

Strategy 3: Teachers will incorporate the writing portfolio components across all curriculums.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Teachers responsible for authentic Writing for Publication will collaborate with Language Arts teachers and/or the Instructional Coach to ensure that appropriate pieces are completed in their subject areas and provide for student choice and complexity of ideas.	Implementation: This activity will be fully implemented when teachers who are responsible for authentic Writing for Publication have met with LA teachers/Instructional Coach and are providing appropriate writing opportunities in their classes.	Teachers Department Chairs Instructional Coach Principals	Aug 2006/ May 2009	\$0	N/A		
	Short-Term Measures of Success: Short – term success of this activity will be measured through the collaboration between the LA teachers/Instructional Coach and all teachers.						
	Long-Term Measures of Success: 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: Curriculum Committee/Instructional Coach/Internal Facilitator

ACTION COMPONENT: Curriculum and Instruction

Strategy 3: Teachers will incorporate the writing portfolio components across all curriculums.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. Teachers will receive job-embedded PD on the KY Writing Scoring Rubric.	Implementation: This activity will be fully implemented when all teachers have received job-embedded PD on the KY Writing Scoring Rubric.	Teachers Instructional Coach	Nov 2006/ May 2009	\$0	N/A		
	Short-Term Measures of Success: Short – term success of this activity will be measured through the documentation of the provided job-embedded PD and a May 2009 evaluation of the portfolio writing process in language arts classes.						
	Long-Term Measures of Success: 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: Curriculum Committee/Instructional Coach/Internal Facilitator

ACTION COMPONENT: Curriculum and Instruction

Strategy 2: 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. Teams will analyze student work once each week using the Four Questions Team Organizer format.	Implementation: This activity will be fully implemented when teachers analyze what their original plan was, show what the students did, and check it and get feedback from colleagues.	Teachers Team Leaders Instructional Coach Principals	Nov 2006/ May 2009	\$0	N/A		
	Short-Term Measures of Success: Short-term success of this activity will be measured when team meeting minutes document that this is being done for each content area once per week.						
	Long-Term Measures of Success: Long-term success of this activity will be measured when teachers become adept at giving high quality assignments and are consistent at recognizing high quality ("4") work; KCCT goals and SB 168 targets will be met.						

<p>B. Teachers will input data from common KCCT-like assessments into the Goal Calculator at least 4 times each year and analyze student performance paying particular attention to progress in gap areas.</p>	<p>Implementation: This activity will be fully implemented when teachers are given time during non-flex records days and Core Content Academies to input data from common assessments into the Goal Calculator.</p>	<p>Teachers Instructional Coach Principals</p>	<p>Aug 2007/ May 2009</p>	<p>\$0</p>	<p>N/A</p>		
	<p>Short-Term Measures of Success: Short-term success of this activity will be measured when all students make progress between the assessments and gaps will begin to close.</p>						
	<p>Long-Term Measures of Success: 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: Curriculum Committee/Instructional Coach/Internal Facilitator

ACTION COMPONENT: Curriculum and Instruction

Strategy 2: Teachers will engage in high quality professional development.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. In 2007-2008, SMS teachers will participate in 24 hours of Professional Development with all schools in our feeder pattern. Two-day Core Content Academies will be held in June 2007. Teachers will also have a release day to participate in follow-up Core Content Academies in the fall and spring semesters. During these Academies, curriculum alignment across levels will be addressed. Best practice and evaluation and assessment strategy sessions will also be part of the Academies.	Implementation: This activity will be fully implemented when teachers from the feeder pattern schools attend the Core Content Academies and document the use of strategies developed/ addressed during the Academies.	Teachers Instructional Coaches/PSAs Principals	June 2007— May 2008	\$50,000	District RFP		
These Academies will continue into the 2008-2009 school year for SMS and TCMS.	Short-Term: Short-term success of this activity will be measured when documented curriculum and teaching strategies are aligned among schools in our feeder pattern, easing transitions between levels and for our transient populations during the school year.						

	Long-Term: Long-term success of this activity will be measured when all schools meet their KCCT and SB 168 target goals.							
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Southern Middle School School Improvement Action Plan

ACTION COMPONENT: Equity		COMPONENT MANAGER: Instructional Coach/Principal
Priority Need Indicators:	Goal	
2007 CATS results show achievement gaps across the curriculum.	Provide opportunities for gap students to master core content and remove barriers to learning.	
Cause(s)/Contributing Factors	Objective(s) with Measures of Success	
	<p><u>SB 168 Primary Targets</u> Language Arts: increase number of Free/reduced lunch students scoring Proficient/Distinguished to 75%. Math: increase number of African American students scoring Proficient/Distinguished to 47%.</p> <p><u>SB 168 Superlative Targets</u> Science: increase number of Free/reduced lunch students scoring Proficient/Distinguished to 46%. Social Studies: increase number of Free/reduced lunch students scoring Proficient/Distinguished to 43% PLVS: increase number of African American students scoring Proficient/Distinguished to 50%. Arts and Humanities: increase number of male students scoring Proficient/Distinguished to 55%. Arts and Humanities: increase number of African American students scoring Proficient/Distinguished to 45%.</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 CATS results, Learning Check, and PAS data as it becomes available to monitor progress of gap students.	Implementation: This activity will be fully implemented when students falling in gap areas are targeted for assistance.	Team Leaders, Department Chairs, Teachers, Instructional Coach, Principal	August 2006/ April 2009	\$0	N/A		
	Short-Term Measures of Success: Short-term success of this activity will be measured through Learning Check and PAS data showing these students making progress toward P/D status as the year progresses. Progress will be reported to staff and SBDM.						
	Long-Term Measures of Success: 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: 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
B. Each department will continue to implement its SB 168 strategies to target students in addressed gap areas.	Implementation: This activity will be fully implemented when strategies for addressing SB 168 Targets are addressed in the Curriculum Component for each department.	Department chairs, teachers	Oct. 2006/ May 2009				
	Short-Term Measures of Success: Short-term success of this activity will be measured when Learning Check and PAS data is monitored throughout the year and gap students are making progress toward proficiency.						
	Long-Term Measures of Success: 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: 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 reteach core content and for credit recovery.	Implementation: This activity will be fully implemented when students who are in danger of failing have the opportunity to come for ESS tutoring before school. They may also participate in Plato to master core content and replace a failing grade with a passing grade.	Principal Counselors	ongoing	\$0	N/A		
	Short-Term Measures of Success: Short-term success of this activity will be measured when more targeted students choose to participate.						
	Long-Term Measures of Success: 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: 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. Truancy is a barrier to learning for some students, so we will continue participation in the STARS program.	Implementation: This activity will be fully implemented when families of students with truancy issues are invited to participate. The judge will come once a month during the school year to meet with the student, parent, counselor, and YSC coordinator. During this time attendance, grades, and discipline are reviewed and suggestions are made for improvement.	YSC Coordinator, Counselors, Judge, Principal	August 2005/ May 2009	\$50	FRYSC		
	Short-Term Measures of Success: Short-term success of this activity will be measured when attendance shows improvement.						
	Long-Term Measures of Success: Long-term success of this activity will be measured when all families continue with the program throughout the year and students are honored at STARS graduation in April. Attendance percentage increases to 95.07%.						



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. Distractions due to behavior are a barrier to learning, so SMS will continue to participate in CHAMPS and Foundations so that students will know exactly what our behavior expectations are.	Implementation: This activity will be fully implemented when every teacher uses CHAMPs for behavior expectations in his/her classroom. The Foundations Team will continue to attend monthly training provided by the SAFE schools office and share strategies for common area expectations with staff. Foundations survey data will be used to determine primary areas of need.	Classroom Teachers, Foundations Team Counselors	August 2005/ May 2009	\$\$\$\$	SAFE Schools office		
	Short-Term Measures of Success: Short-term success of this activity will be measured when discipline referrals decrease and classroom attendance increases.						
	Long-Term Measures of Success: 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: Instructional Coach/Principal

ACTION COMPONENT: **Equity**

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. All students need to be challenged with rigorous and relevant curriculum. SMS will continue participation in the CollegeBoard SpringBoard program to prepare all students for participation in AP classes in high school.	Implementation: Math and LA teachers participated in 5 days of training in June, 2006. So, this activity will be fully implemented when they follow-up with 2 days of additional training in June 2007. SpringBoard will be taught sequentially in LA and as a supplement in math.	Math and language arts teachers, instructional coach, principal.	May 2006 -- ongoing	\$\$\$	National Governors' Association Grant		
	Short-Term Measures of Success: Short-term success of this activity will be measured when Learning Check and PAS data show growth as the year progresses in Math and LA.						
	Long-Term Measures of Success: 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

ACTION COMPONENT: Language Arts		COMPONENT MANAGER: Language Department Chair
Priority Need Indicators:	Goal	
<p>According to 2006 – 2007 KCCT data:</p> <ol style="list-style-type: none"> 1. 44% of our Free/Reduced population is reading below the Proficient level. 2. 80% of our Free/Reduced population is writing below the Proficient level on their accountability portfolio. 4. Reading had an academic index of 96.6 and Writing had an academic index of 71.9. <p>SB 168 Primary Target: Free/Reduced Approved</p>	<ol style="list-style-type: none"> a. The Reading Academic Index will increase to a 103.5 in 2007-2008. b. The Writing Academic Index will increase to a 84.5 in 2007- 2008. 	
Cause(s)/Contributing Factors	Objective(s) with Measures of Success	
	<p>SB 168 Primary Targets for Language Arts:</p> <ol style="list-style-type: none"> 1. 75% of our Free/Reduced lunch population will score proficient and/or above in Reading. 2. 35% of our Free/Reduced population will score proficient or above on their accountability portfolio. 	



Southern Middle School Comprehensive School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: Language Arts

Strategy 1: Monitor progression of SpringBoard curriculum and District Curriculum Framework

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Evaluate the progression of SpringBoard and the District Curriculum Framework at monthly Language Arts Department meetings.	Implementation: This activity will be fully implemented when Language Arts teachers are monitoring the progress and effectiveness of the SpringBoard program and the District Curriculum Framework. SB 168: Full implementation of the SpringBoard program.	Language Arts Department Chair Language Arts teachers	Aug. 2006/May 2009	\$0	N/A		
	Short-Term Measures of Success: Short-term success of this activity will be measured through a deliberate monthly progress check of the SpringBoard program.						
	Long-Term Measures of Success: Long-term success of this activity will be measured when both KCCT goals and both SB 168 Primary targets are met.						



Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: Language Arts

Strategy 2: Students will evaluate own performance based on provided rubric

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Establish a process in which, especially during KCCT-like assessments, students will evaluate their own performance based on explanation of each performance level of a provided rubric.	Implementation: This activity will be fully implemented when students are able to evaluate their own performances based on a given rubric. SB 168: Re-teach to mastery	Language Arts teachers	Aug. 2006/May 2009	\$0	N/A		
	Short-Term Measures of Success: Short-term success of this activity will be measured through all students being able to evaluate their open response performance, based on a rubric, after the first KCCT-like assessment.						
	Long-Term Measures of Success: Long-term success of this activity will be measured when both KCCT goals and both SB 168 Primary targets are met.						



Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: Language Arts

Strategy 3: Provide varied writing opportunities and/or strategies to students who are targeted as struggling writers.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Provide varied writing opportunities/strategies to students who are targeted as struggling writers.	<p>Implementation: This activity will be fully implemented when students who are targeted as struggling writers receive varied writing opportunities/strategies to improve their skills.</p> <p>SB 168: Targeting students for additional instruction</p>	Language Arts Department Chair Language Arts teachers	Aug. 2006/May 2009	\$0	N/A		
B. Conduct a check mid-year of all 7 th grade portfolios to determine completion level and appropriateness,	<p>Short-Term Measures of Success: Short-term success of this activity will be measured when the struggling writers are identified, and a list of opportunities/strategies is developed.</p>						
	<p>Long-Term Measures of Success: Long-term success of this activity will be measured when both KCCT goals and both SB 168 Primary targets are met.</p>						



Southern Middle School School Improvement Action Plan

Component Manager: Language Arts Department Chair

ACTION COMPONENT: Language Arts

Strategy 4: 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 an increase in independent reading through Accelerated Reader, book club memberships, silent reading, and reading logs.	Implementation: This activity will be fully implemented when an increase in independent reading is occurring through various outlets and is linked to incentives.	Language Arts Department Chair Language Arts teachers Media Specialist	Aug. 2006/May 2009	\$0	N/A		
	Short-Term Measures of Success: Short-term success of this activity will be measured when a list of incentives is developed and teachers report an increase in independent reading at the end of every nine weeks.						
	Long-Term Measures of Success: Long-term success of this activity will be measured when both KCCT goals and both SB 168 Primary targets are met.						



**Southern Middle School
School Improvement
Action Plan
2007-2009**

ACTION COMPONENT: Math

**COMPONENT MANAGER:
Math Department Chair**

Priority Need Indicators:

According to the 2007 KCCT results, Southern Middle School has a mathematic index of 95.27 and a Novice level of 11.3% & an Apprentice level of 20.4%.

SB 168: 54% of African American students scored Proficient/Distinguished.

Goal

The Mathematics Index will increase to 100, as reported by the KCCT.

Cause(s)/Contributing Factors

Objective(s) with Measures of Success

SB 168 Primary Target: Increase the number of African Americans scoring Proficient/Distinguished.



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
All math teachers will implement an average of 4 various hands-on activities each month.	Implementation: This activity will be fully implemented when each teacher implements an average of 4 hands on activities each month. SB 168: Differentiate instruction	All Math Teachers	8/07 to May 2009	n/a	n/a		
	Short-Term Measures of Success: Short-term success of this activity will be measured through weekly documentations of each teacher's lesson plans.						
	Long-Term Measure of Success: Long-term measure of success of this activity will be measured through an increase in proficient/distinguished scores by 10% and a decrease in novice scores by 10% on the PAS Test, district learning checks, and classroom assessments.						



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
All math teachers will use graphing calculators at least twice each nine weeks.	Implementation: This activity will be fully implemented when all math teachers implement at least two graphing calculator activities each nine weeks. SB 168: Differentiate instruction	All Math Teachers	8/07 to May 2009	n/a	n/a		
	Short-Term Measures of Success: Short-term success of this activity will be measured through documentation of each teacher's lesson plans.						
	Long-Term: Long-term measure of success of this activity will be measured through improvement in proficient/distinguished scores by 10% and a decrease in novice scores by 10% on the PAS Test, district learning checks, and classroom assessments.						



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
All math teachers will incorporate at least one CMP unit with the basic course.	Implementation: This activity will be fully implemented when each teacher implements at least one CMP unit with the basic course.	All Math Teachers	8/07 to May 2009	n/a	n/a		
	Short-Term Measure of Success: Short-term success of this activity will be measured through weekly documentations of each teacher's lesson plans.						
	Long-term measure of success: This activity will be measured with the increased 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
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)	Implementation: This activity will be fully implemented when each teacher attends at least 6 hours of PD that address hands-on activities	All Math Teachers	8/07 to May 2009	n/a	n/a		
	Short-Term Measures of Success: Short-term success of this activity will be measured by the PD certificate from the professional development.						
	Long-Term Measures of Success: Long-term success of this activity will be measured through improvement by a 10% increase in proficient/distinguished work and a decrease in novice work by 10% on the PAS Test, district learning checks, and classroom assessments.						



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. 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.	Implementation: 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 2009	\$25.000	District RFP		
	Short-Term Measures of Success: Short-term success of this activity will be measured through Learning Check and PAS data showing these students making progress toward P/D status as the year progresses.						
	Long-Term Measures of Success: 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
2007-2009**

ACTION COMPONENT: Science

**COMPONENT MANAGER:
Science Dept Chair**

Priority Need Indicators:	Goal
<p>According to the 2007 KCCT results, Southern Middle has a Science index of 83.9.</p> <p>SB 168: 40% of Free/Reduced approved students scored Proficient/Distinguished.</p>	<p>The Science Index will increase to 90 as reported by the KCCT.</p>
Cause(s)/Contributing Factors	Objective(s) with Measures of Success
	<p>SB 168 Superlative Target: Students who have qualified for Free/Reduced lunch will have an increase in scoring Proficient and Distinguished in Science.</p>



Southern Middle School School Improvement Action Plan

Component Manager: Science Department Chair

ACTION COMPONENT: Science

Strategy 1: Increase the interest level of students in scientific investigation.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Teachers will implement one scientific investigation per 9 weeks where students are grouped by interest or ability.	Implementation: This activity will be fully implemented when students are given choice for the activity. This will increase high interest learning and better critical thinking skills for students. Students will have 4 chances a year to work on projects that are of interest to them.	All Science Teachers	9-2007/ on-going	\$0			
	Short-Term Measures of Success: Short-term success of this strategy will be measured through lesson plan documentation that students are completing one scientific investigation per nine weeks and examples of student work showing critical analysis of data from scientific investigations.						
	Long-Term Measures of Success: Long-term success of this strategy will be measured by a Science						

	Index of 88 on the KCCT and meeting our target for SB 168.							
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Southern Middle School School Improvement Action Plan

Component Manager: Science Department Chair

ACTION COMPONENT: Science

Strategy 2: Increase the ability of students to effectively communicate about the results of their investigations.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B All science teachers will incorporate systemic review methods, including use of graphic organizers.	Implementation: This strategy will be fully implemented when students' weaknesses are identified and improved upon through systemic review of previously taught core content. SB 168 = flashbacks, openers, small group pullouts	All Science Teachers	9/07/ May 2009	\$0.00			
	Short-Term Measures of Success: Short-term success of this strategy will be measured through lesson plan documentation of use of systemic review methods, such as flashbacks.						
	Long-Term Measures of Success: Long-term success of this strategy will be measured by a Science Index of 88 on the KCCT and meeting our target for SB 168.						



Southern Middle School School Improvement Action Plan

ACTION COMPONENT: Social Studies		COMPONENT MANAGER: Social Studies Chair
Priority Need Indicators:	Goal	
<p>According to 2006 – 2007 KCCT data, Southern Middle has a social studies index of 91.77, and a Novice level of 7% and an Apprentice level of 29 %.</p> <p>SB 168: 43% of Free/Reduced approved students scored Proficient/Distinguished.</p>	<p>By the end of the 2007 – 2008 year:</p> <p>Social Studies will increase to an 95, as reported by the KCCT.</p>	
Cause(s)/Contributing Factors	Objective(s) with Measures of Success	
	<p>SB 168 Target: Increase the number of free and reduced lunch scoring Proficient/Distinguished.</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
Teachers will change their instructional practices to engage students in critical thinking, group work, existential learning, interactive lessons, inquiry, problem solving, expository reading and cooperative classroom study.	Implementation: This activity will be fully implemented when teachers use the History Alive curriculum and other interactive lessons. SB 168: Systemic Core Content Review	All social studies teachers	09/2007/May 2009	\$0			
Assessments requiring higher order thinking and unit assessments will be reflective of CATS testing format, inclusive of multiple choice and open response questions.	Short-Term Measures of Success: By the 2 nd of 4 assessments, the academic index will be 79. SB 168: Increase the number of students (receiving free and reduced lunch) scoring Proficient/Distinguished to 35%.						
	Long-Term Measures of Success: The academic index will be 85 as measured by the KCCT assessment. SB 168: The percentage of students scoring prof. on the KCCT will increase to 43%						



Southern Middle School School Improvement Action Plan

ACTION COMPONENT: SB 168 – PLVS and AH

COMPONENT MANAGER:
Exploratory Department Chair

Priority Need Indicators:

According to 2006 – 2007 KCCT data:

Arts and Humanities had an academic index of 95.95 and a Novice level of 8.3% and an Apprentice Level of 19.79%

PLVS has an academic index of 83 and a Novice level of 20% and an Apprentice level of 21.6%.

A&H SB 168: 51% of African American students scored Proficient/Distinguished; 62% of male students scored Proficient/Distinguished.

PLVS SB 168: 47% of African American students scored Proficient/Distinguished.

Goal

The Arts and Humanities Academic Index will increase to an 100 according to KCCT data.

The PLVS Academic index will increase to an 93 according to KCCT data.

Cause(s)/Contributing Factors

Objective(s) with Measures of Success

SB 168 Target for Arts and Humanities:

Increase the number of African-Americans scoring a Proficient/Distinguished.

Increase the number of Males scoring a Proficient/Distinguished.

SB 168 Target for PLVS:

Increase number of African-Americans scoring a Proficient/Distinguished.



Southern Middle School Comprehensive School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: SB 168 – PLVS and AH

Strategy 1: Have more students take Performing and Visual Arts classes.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Recruit more students into performing arts classes through various methods by visiting classrooms during TEAM Time and having a school-wide talent show.	Implementation: This activity will be fully implemented when an increase in the number of overall students taking Performing Arts is achieved and sustained. SB 168: Targeted recruitment of males into performance ensembles.	Arts and Humanities teachers Counselors	May 2007/ May 2009	\$0	N/A		
	Short-Term Measures of Success: Short term success of this activity will be measured through a 20% increase in enrollment in performing arts classes in 2007-2008.						
	Long-Term Measures of Success: Long-term success of this activity will be measured through an academic index of A&H to 88 in 2007-2008; SB 168 targets will be met.						



Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: SB 168 – PLVS and AH

Strategy 2: Target 8th graders to be rotated through the Arts and Humanities classes during the testing accountability year.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Increase the number of 8 th grade students taking Arts and Humanities courses during the first three nine weeks for the KCCT.	Implementation: This activity will be fully implemented when an increase of 8 th grade students, especially the two SB 168 target groups, taking Arts and Humanities courses is achieved and sustained. SB 168: Targeted recruitment into performance ensembles.	Principal Counselors	May 2007/ May 2009	\$0	N/A		
	Short-Term Measures of Success: Short-term success of this activity will be measured through a 40% increase in the number of 8 th grade students taking A&H courses during the first three nine weeks.						
	Long-Term Measures of Success: Long-term success of this activity will be measured by A&H reaching their goal of 88 on the KCCT in '08. SB 168 targets will be met.						



Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: SB 168 – PLVS and AH

Strategy 3: Before and after school tutoring by PLVS teachers

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Increase the number of African/American students participating in before and after school tutoring to 6 th , 7 th and 8 th graders in al PLVS subject areas.	Implementation: This activity will be fully implemented when an increase in the number of 6 th , 7 th and 8 th grade African/American students are participating in the program in the first nine weeks.	Principal PLVS teachers Counselors	May 2007/ May 2009	\$0	N/A		
	Short-Term Measures of Success: Short-term success of this activity will be measured by an increase by 20% of the number of African/American students participating during the first 3 nine weeks.						
	Long-Term Measures of Success: Long-term success of this activity will be measured by PLVS reaching their goal of 88 on the KCCT and SB 168 target goals will be met.						



Southern Middle School School Improvement Action Plan

Component Manager: Exploratory Department Chair

ACTION COMPONENT: SB 168 – PLVS and AH

Strategy 4: Multicultural representation in all areas of study.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Increase the opportunities for multicultural presentations in all subject areas of PLVS.	Implementation: This activity will be fully implemented when multicultural opportunities are provided through Junior Achievement and classroom speakers in all areas of PLVS.	PLVS teachers	May 2007/ May 2009	\$0	N/A		
	Short-Term Measures of Success: Short-term success of this activity will be measured by all students in PLVS having the opportunity to explore multicultural experiences a minimum of 4 times per year within the subject areas of PLVS.						
	Long-Term Measures of Success: Long-term success of this activity will be measured by PLVS reaching their goal of 88 on the KCCT and SB 168 target goals are met.						



Southern Middle School School Improvement Action Plan

ACTION COMPONENT: Family and Community Involvement

COMPONENT MANAGER:
Principal/YSC Coordinator

Priority Need Indicators:

1. Based on the Foundations Survey, 80% of the parent respondents felt that there is good communication with parents and families. In order to get this number to 100%, there needs to be more consistent and increased forms of communication, regarding student activities and achievement, between school and home.
2. Based on the Foundation Survey, 69.4% of student respondents feel that staff members let them know when they do things right and 63.8 are proud to be part of our school.
3. Based on 2007 KCCT data, SMS had an attendance rate of 94.94.

Goal

During the 2007--2009 biennium, it is the goal of Southern Middle School staff to communicate positively with each student's family a minimum of four times per year with the goal of increasing active parental involvement. Methods used may include, e-mail, phone, letter, progress reports, conference, etc.

Cause(s)/Contributing Factors

Objective(s) with Measures of Success

1. By June 2009 90% of parent respondents will feel that there is good communication between school and home.
2. By June 2009 80% of student respondents will feel that staff members let them know when they do things right and 80% will be proud to be part of our school.
3. June 2009 attendance will increase to 95.07%



Southern Middle School Comprehensive School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: Family and Community Involvement

Strategy 1: Communication between school and home.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. The PTSA president will mail letters to each family in August inviting them to become involved in PTSA. Parents will receive notification of school and PTSA events and other important information through PTSA and YSC newsletters that are sent home with progress reports/report cards 7 times each year. Newsletters will also be posted on the appropriate links of the school website. Additional messages regarding upcoming school events will also be sent home through e-mail & Easy Caller.	Implementation: This activity will be fully implemented when an increase in continuous communication about parent involvement opportunities is achieved.	Principal, STC, and PTSA president, YSC Coordinator	May 2009	Paper, postage, printing	PTSA FRYSC		
	Short-Term Measures of Success: Short-term success of this activity will be measured when more parents are aware of and attend school activities.						
	Long-Term Measures of Success: Long-term success of this activity will be measured through survey data showing that 90% of families think there is good communication						

	between school and home.							
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Southern Middle School Comprehensive School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: **Family and Community Involvement**

Strategy 2: Student Recognition

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. Opportunities for student recognition, several started during the 2006—2007 school year will be continued. These include: Students of the Month; Rainbows of Recognition; PRIDE Compliment Cards; PRIDE Gold, Blue, and Red Cards; motivational assemblies; and Student Recognition/Honors Programs.	Implementation: This activity will be fully implemented when students' attendance rates increase and discipline referrals decrease.	Teachers/Staff, Southern Visions Committee, principals	ongoing	\$2000 Paper, miscellaneous items for student recognition	School Activity Funds		
	Short-Term Measures of Success: Short-term success of this activity will be measured through documentation of the continuation of working programs that make students want to come to school, such as Pride Cards.						

	Long-Term Measures of Success: In addition to the above, 80% of student respondents will feel that staff recognizes them when they do something right and will be proud to be part of our school and attendance increases to 95.07%.							
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Southern Middle School Comprehensive School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: **Family and Community Involvement**

Strategy 2: Student Recognition

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
B. Teachers will have positive communication with families at least 4 times each year.	Implementation: This activity will be fully implemented when all teachers document that they have had 4 positive communications with families in the school year.	Teachers, principals	ongoing	\$1000 Good News postcards, postage	School Activity Funds		
	Short-Term Measures of Success: Short-term success of this activity will be measured when students want to come to school, so attendance increases and discipline referrals decrease.						
	Long-Term Measures of Success: In addition to the above, long-term success of this activity will be measured when 80% of student respondents feel that staff recognizes them when they do something right and will be proud to be part of our school.						



Comprehensive School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: **Family and Community Involvement**

Strategy 2: Financial barriers to learning will be removed.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. The YSC will financially assist or refer at least 50 identified families per year to community social service agencies for housing, transportation, food, utilities, school supplies and clothing assistance. Financial assistance will be based on family monthly income and willingness to accept budget planning assistance and will be limited to \$50.00 per year.	Implementation: This activity will be fully implemented when 50 families have been identified for the 2007-2009 school years.	YSC Coordinator	ongoing	\$1000.00	YSC Funds		
	Short-Term Measures of Success: Short-term success of this activity will be measured when 25 families have been identified for assistance.						
	Long-Term Measures of Success: Long term success of this activity will be measured when 50 families have been identified and attendance rate increases to 95.07%						



Comprehensive School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: **Family and Community Involvement**

Strategy 2: Academic barriers to learning will be removed.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A. The YSC will provide school based mentoring programs for students with academic barriers to learning (transition, truancy, social or educational).	Implementation: This activity will be fully implemented when mentoring has been provided for at least 70 students through staff, University of Kentucky, and FCPS mentoring programs.	YSC Coordinator in collaboration with school staff, UK students, and FCPS staff.	ongoing	\$500.00	FRYSC		
	Short-Term Measures of Success: Short-term success of this activity will be measured when 35 students have been paired with mentors.						
	Long-Term Measures of Success: Long term success of this activity will be measured when 70 students have been paired with mentors and attendance has increased to 95.07%.						



Comprehensive School Improvement Action Plan

Component Manager: Principal/YSC Coordinator

ACTION COMPONENT: **Family and Community Involvement**

Strategy 2: Transition barriers to learning will be removed.

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I P N	Progress Statement
A.. YSC will collaborate with guidance office and feeder elementaries to provide Camp Storm, a transition program, for at least 200 incoming 6 th graders each year.	Implementation: This activity will be fully implemented when Camp Storm is offered to all incoming 6 th graders.	YSC Coordinator, feeder elementary and SMS counselors, 6 th grade teachers, PTSA	ongoing	\$400.00	FRYSC		
	Short-Term Measures of Success: Short-term success of this activity will be measured when the majority of incoming 6 th graders attend Camp Storm						
	Long-Term Measures of Success: Long term success of this activity will be measured when attendance increases to 95.07% and KCCT and SB 168 target goals are met.						