

## **Southern Middle School School Improvement Plan 2010-2012**

### **Preamble**

Southern Middle School has employed various strategies over the past several years to improve school climate and the academic achievement of our students. The implementation of many of these strategies has been a key component in our school's success to date. For this reason, the following methods, while not specifically cited in our school improvement plan, are now institutionalized and expected to be continued by those responsible.

#### **Administration/Guidance/Office Staff**

- Common, and collaborative, planning periods for both grade level and content teams.
- Advanced coursework for more students in our student groups.
- Articulation between classroom and Special Education teachers to plan appropriate instruction for all students.
- College-Ed program to all 8<sup>th</sup> grade students.
- Advisory (Bulldog Block) for all students.
- AVID program & Strategies for Success course for more students incorporated in all classrooms.
- Conflict resolution through the Decision Making Room and Peer Mediation programs.
- Behavior Management Plans for those students who continue to exhibit inappropriate behaviors.
- Identify students and recruit staff mentors for our "red" zone students.
- Address bullying issues through MATI activities, guidance presentations, and advisory lessons.
- Communication tools: monthly newsletters, email, conferences, BlackBoard, back-to-school night, school website, ConnectED, PTA & CAC, American Education Week, 6<sup>th</sup> grade orientation, and student-led conferences.
- Southern Success (PBIS) incentives (Honor Roll receptions, assemblies, bumper stickers, pencils, special events, etc...) to recognize and celebrate student success and improvement.
- Student-Led conferences held in the evenings – including a spring semester date.
- Community outreach – Fitness Night, Math Night, Music Concerts, Talent Show, Musical, and Cultural Arts Night.

### School-wide Practices

- PBIS – Bulldog Best program.
- Collaborative planning teams to design lessons, instructional strategies, active learning strategies, and assessments around content standards.
- Utilize classroom based technology resources to enhance the learning environment.
- Utilize content specific rubrics to help students develop BCR/ECR responses.
- Use flexible grouping within classes and/or teams to meet the variety of student needs and to differentiate instruction.
- Construct and implement assessments in the MSA format.
- Administer AACPS assessments, analyze data, share results and examine student work.
- Post assignments on BlackBoard webpage.
- Students will use agenda books as a communication tool with parents.
- Implement Corrective Reading, Wilson and Soar to Success programs for all identified students.
- Implement 6 + 1 writing traits
- Utilize STAR time for our targeted students and focus groups on a weekly basis.
- Summer Reading Program
- Free books for FARM students

<b>Total # of students</b>	<b>Males</b>	<b>Females</b>	<b>Native American</b>	<b>Asian</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>SpEd</b>	<b>FARMS</b>
763	417	346	6	7	96	627	27	74	176
	55%	45%	<1%	1%	13%	82%	4%	10%	23%

## Goal # 1

By June, 2013/14, all students in each NCLB group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.

**Statement of Need (Reading):** Currently 69.2% of African American students, 74.2% of FARMS students and 46.8% of Special Education students scored at proficiency or better compared to 86.9% of the whole school population scoring at proficiency or better on the Reading MSA. AMO for 10/11 = 85.6%

### Objective #1:

2009/2010 – 69% of Special Education students will be proficient/advanced on MSA Reading. **(actual 46.8%)**  
76% of FARM students will be proficient/advanced on MSA Reading. **(actual 74.2%)**  
78% of African American students will be proficient/advanced on MSA Reading. **(actual 69.2%)**

2010/2011 – Special Education: 62% proficient/advanced  
FARMS: 84% proficient/advanced  
African American: 79% proficient/advanced

**Statement of Need (Math):** Currently 61.7% of African American students, 64.6% of FARMS students and 41% of Special Education students scored at proficiency or better compared to 78.4% of the whole school population scoring at proficiency or better on the Math MSA. AMO for 10/11 = 78.6%

### Objective #2:

2009/2010 – 58% of Special Education students will be proficient/advanced on MSA Math. **(actual 41%)**  
66% of FARM students will be proficient/advanced on MSA Math. **(actual 64.6%)**  
65% of African American students will be proficient/advanced on MSA Math. **(actual 61.7%)**

2010/2011 – Special Education: 60% proficient/advanced  
FARMS: 75% proficient/advanced  
African American: 72% proficient/advanced

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources/Staff Development Needed</b>	<b>Monitoring Procedure/Evidence</b>	<b>End Date/Check off when completed (Checkpoints)</b>
<p>1. Teachers will implement, and students will apply, before-during-after reading strategies across the curriculum so that students will become successful, independent learners. This includes developing academic vocabulary.</p>	<p>LA DC – Herold Reading teacher – Schwer AVID - Stinchcomb Principal - Dykstra</p>	<p>DC's Team Leaders Classroom Teachers AACPS resource teachers</p>	<p>Guide to Reading and Writing Across the Curriculum</p> <p>Inservice on Before, During and After Reading Strategies differentiated for staff</p> <p>Marzano resources on vocabulary and in-services</p> <p>Time for monitored reading</p>	<p>Formal and Informal Observations</p> <p>Minutes from department meetings and IDT meetings</p> <p>Collaborative planning discussions</p> <p>Samples (student work) shared in collaborative planning meetings</p> <p>Gates data to establish growth</p> <p>Reading logs</p> <p>Program walk-throughs</p>	

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<p>2. Teachers will examine student work through collaborative planning by grade level content area and use curriculum standards</p>	<p>DC's J. Dykstra, Principal K. Nein, R. Carlson – Administrators K. Pozza, AYP Coach</p>	<p>AYP Coach  Content Teams</p>	<p>Rubrics for examination of student work</p> <p>State Content Standards/ Curriculum Guides</p> <p>Data Analysis experience/support</p> <p>Assessment data</p> <p>Gates MRT fall/spring results</p> <p>Benchmark scores</p> <p>Common formative assessments</p>	<p>Share and analyze samples of student work/assessments at department meetings and in grade-level content teams. (EQ)</p> <p>Observations of teaching or re-teaching reflecting the needs of students ascertained from data analysis.</p> <p>Administration will observe all content teams in a planning session</p> <p>Achievement series data</p>	
<p>3. L.A., Math, S.E. teachers will tutor targeted students during lunch or Encore pull-out on a weekly basis</p>	<p>J. Dykstra, Principal S. Herold, L.A. DC D. Sansone, Math DC</p>	<p>L.A. teachers Math teachers S.E. teachers</p>	<p>No duties</p> <p>Re-Teaching resources</p>	<p>Monitoring log</p> <p>Student Performance binders</p> <p>Standards – checklist</p>	

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4. Teachers will promote and reinforce increased student learning with interventions and enrichment so that disparities between student groups will be eliminated. (EQ)	Counselors – J. Heiser, S. Swonger, S. Ferralli  Administrators – J. Dykstra, K. Nein, R. Carlson	All teachers and staff	Activity Buses Time after school Re-Take stickers STAR Time Teacher Assignment Staff development Book Club Math intervention course Bulldog Block groups	STAR Time Sign-in Sheet Attendance Counselors/Administrators check interims for progress Teacher meetings IDT minutes Bulldog Block groups Charts or Spreadsheets to track student groups for enrichment (EQ) Track students who participated in intervention and enrichment (EQ)	
5. IDT teams will meet weekly to specifically monitor and discuss targeted student groups. (EQ)	Team Leaders K. Pozza, AYP Coach	Principal AP's Team Leaders	1 day per week during collaborative team meeting. Team Leader training & expectations Data on targeted students.	AP's will attend meetings. Minutes will include names of targeted students. Team Leaders will report to Leadership Team. Student portfolios	
6. Use MSA assessment test item format for both selected response and for BCRs in instructional activities and classroom assessments (formative and summative).	DC's	Administration D.C.'s Team Leaders Classroom teachers	Samples from VSC; sharing of materials at department & team meetings; collaboration with Resource teachers; appropriate rigor & difficulty	Observations Assessment items Lesson plans	

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<p>7. Analyze unit &amp; chapter tests, as well as benchmarks, and develop re-teaching, support, and interventions.</p>	<p>DC's AYP Coach</p>	<p>Administration DC's Core Teachers</p>	<p>Assessment results  STAR time  Student work  Bulldog Block  Tutoring</p>	<p>Collaborative Planning meetings  DC's and AYP Coach to report to administration  Achievement series data  Need evidence or logs that re-teaching/reassessing took place</p>	

## **Goal # 2**

By the end of the 2011/12 school year, there will be a 20% reduction in the number of students receiving one or more suspensions.

**Statement of Need:** 27.9% of Special Education students, 26% of FARMS students, & 22.8% of African American students received 1 or more suspensions in 2009/2010. The school average for all students is 14.5%. Special Education students comprise 10% of the student body – FARM students are 24% of the population – African American students represent 13% of the student body.

### **Objective:**

- 2010/2011 –
- 1) Less than 20% of Special Education students will receive 1 or more suspensions.
  - 2) Less than 22% of FARM students will receive 1 or more suspensions.
  - 3) Less than 18% of African American students will receive 1 or more suspensions.

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources/Staff Development Needed</b>	<b>Monitoring Procedure/Evidence</b>	<b>End Date/Check off when completed (Checkpoints)</b>
<p>1. Teachers will implement an advisory program that helps build meaningful relationships between students and staff and gain self-esteem and appropriate behavior skills.</p>	<p>Administrators – J. Dykstra, K. Nein, R. Carlson Advisory Committee – S. Swonger</p>	<p>Advisory Committee Classroom teachers Counselors</p>	<p>Suspension data from 07/08, 08/09, 09/10  2<sup>nd</sup> Step Character Education program  Faculty inservice  Discipline ladder  Alternative strategies for some teachers  Administration will develop advisory schedule and assign student groups to teachers.</p>	<p>List of at-risk students will be given to advisory teachers to provide targeted support. (EQ)  PBIS Committee and IDT Leaders monitor data  Status of program will be shared at PBIS meetings and faculty meetings  Analyze suspension data at end of each marking period.</p>	

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date/Check off when completed (Checkpoints)
<p>2. Southern Middle School will increase the use of our Decision-Making Room (DMR) so that the number of students receiving one or more suspensions will be reduced.</p>	<p>Administrators – J. Dykstra, K. Nein, R. Carlson</p> <p>Counselors – J. Heiser, S. Ferralli, S. Swonger</p> <p>DMR staff – T. Pounds</p>	<p>Administrators, Counselors,</p> <p>DMR staff – T. Pounds</p>	<p>DMR staff – T.Pounds</p> <p>Faculty inservice on DMR program</p> <p>Develop pass to be used to send student to DMR</p> <p>Develop assignments that students will complete while in the DMR room.</p> <p>Develop an intervention before the referral on the discipline ladder - Disruption/ disrespect form (DD slip).</p> <p>Student discipline folders/logs</p>	<p>Discipline data will be shared at faculty meetings</p> <p>IDT teams will have access to data</p> <p>Track individual students for success focusing on identified student groups (EQ)</p> <p>Mr. Pounds will check on “red zone” students during 2<sup>nd</sup> &amp; 5<sup>th</sup> period on a daily basis</p>	
<p>3. Principal will personally review all suspensions of targeted students</p>	<p>J. Dykstra, Principal</p>	<p>R. Carlson K. Nein</p>		<p>Quarterly reviews of suspension data w/ AP's</p>	

## Goal # 3

By the end of the 2008/09 school year, each school will host a minimum of two activities, meetings, parent-teacher conferences, etc. in its community.

**Objective:** Goal met – SMS will continue to organize, sponsor, and participate in the following community events: Talent Show, Arts is Fine Night, Art Quest, Student-Led Conferences in the evening, Family Health & Fitness Night, Family Math Night

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date/Check off when completed (Checkpoints)
1. Teachers will work with students to create and put on a Talent Show so that students and parents may participate in a community activity that will eliminate disparities in parent and community representation and participation in non-traditional school-community activities.	Administrators – R. Carlson	Talent Show Committee – R. Painter	Building space for practice and show  Flyers and personal contact with student's parents in identified student groups. (EQ)	Community participates by attending the Talent Show  Observation of attendees to monitor representation	
2. Teachers will prepare for and participate in a Cultural Arts Night so that students and parents may participate in a community activity that will eliminate disparities in parent and community representation and participation in non-traditional school-community activities.	Administrators - R. Carlson  Counselors - J. Heiser, S. Ferralli, S. Swonger  All teachers	Cultural Arts Committee – J. Beckner	Building space for displays and activities  Labels for student work	Community participates by attending Cultural Arts Night  Observation of attendees to monitor representation	

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3. Teachers will prepare for and participate in a Family Math Night so that students and parents may participate in a community activity that will eliminate disparities in parent and community representation and participation in non-traditional school-community activities.	Administrators - J. Dykstra	D. Sansone, Math DC  Math teachers	Building space for activities  Time to develop activities  Funds for activities and refreshments  Flyers to community and local businesses and churches	Community participates by attending Family Math Night  Observation of attendees to monitor representation  Return of RSVP slips  Sign-In sheet	
4. Administration will work with the PTA to host a Family Health Night so that students and parents may participate in a community activity that will eliminate disparities in parent and community representation and participation in non-traditional school-community activities.	Administrators – R. Carlson & J. Dykstra  PTA members	PTA members	Building space for activities  Funds for activities and refreshments	Community participates by attending Family Health Night  Observation of attendees to monitor representation	
5. Teachers will initiate student-led conferences to increase participation in teacher/parent conferences.	J. Dykstra, Principal Guidance Counselors	All grade levels	Schedule evenings in Fall and Spring  Portfolios  Target parents in identified student groups by personal invitation (EQ)	Increase in number of parents participating in student-led over the traditional conferences	

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7. PTA Volunteer Committee – Classroom Based	R. Carlson, Administrator	PTA Board R. Carlson	Communication Training Teacher input	Monthly Email Sign-in	
8. Art Quest	M. Bell, SHS Art Teacher J. Beckner, SMS Art Teacher	Art Department	Communication w/ students, parents, and community.  Student Art Work  Labels  Invitations	Hosted by SHS	