



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County	Number:	630
School Name	Southern Middle School	Number:	350
School Address:	717 Johnson Street Aberdeen, NC 28315		
Plan Year(s):	2014-2015		
Date prepared:	September 5, 2014		
Principal Signature:			Date
Local Board Approval Signature:			Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Teacher	Andrea Burton	Teacher Assistant	LaTanya Brown
Teacher	Mary Beth Banginski	Teacher	James Williams
Teacher	Shelia Blue	Teacher	
Teacher	Shawndee Jenkins	Assistant Principal	Ms. Hussey
Teacher	Mandy Flannery	School Counselor	
Media Coordinator	Christie Patterson	Parent	
Parent	Ms. Elliott	EC Teacher	Sheila Thompson
Office Support	Melissa Battle	Assistant Principal	Keith Davies
Assistant Principal	Carro Rose Eddings	Principal	Shelia Gilliard

School Data And Summary Analysis - Component 1 Needs Assessment

Use data identified in your **comprehensive needs assessment** for the basis for understanding the school and identifying priority areas for improvement.

Demographic Profile 2013-2014		
Students	Numbers	Percentages
White	317	41%
Black	317	41%
Hispanic/Non-Hispanic	72	9%
Asian	7	.009%
Hawaiian/Am. Indian	17	2%
Multi-racial	33	4%
SWD	97	13%
AIG	107	14%

1. What does the analysis tell you about your school's strengths?

Southern Middle School consistently and overwhelmingly is a school of diversity.

2. What does the analysis tell you about your school's gaps or opportunities for improvement?

The school must address the educational disadvantaged students through varied instructional strategies, parental engagement, and community involvement.

3. What data is missing and how will you go about collecting this information for future use?

Historical growth data is missing to analysis student growth in cohorts.

4. Based upon the analysis conducted, what 3-4 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

Our top 3 priorities are:

- 1) Increase reading proficiency among all students. (2013-14 EOG results)
- 2) Increase math proficiency among all students. (2013-14 EOG results)
- 3) Address and reduce bullying and suspensions rates among all students. (OCR data)

School Improvement Plan

School: Southern Middle School

Principal: Shelia Gilliard

Pathway: <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	Critical Element: Academic Safety	Current Growth Stage: <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

Historical data:

Reading performance data for 2012-2014: The 2012-2013 school year reading proficiency for grades 6-8 was 48%, 40.6%, and 35.2% with an overall school composite of 46.5%. The 2013-2014 school year reading proficiency for grades 6-8 was 38.6%, 44.2%, 37.3% and an overall school composite of 40.1%

SRI Data:

Fall 2013 to May 2014

Decrease in Below Basic from 29% to 20% (192 students to 134 students); Decrease in Basic from 37% to 33% (246 students to 218 students)

Increase in Proficient from 16% to 22% (107 students to 146 students); Increase in Advanced from 18% to 25% (118 students to 165 students)

Annual Objective:

Our reading performance goal/target shall be 60.7% for all students.

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Implement strategic literacy strategies across all content areas so that students build cross-curricular literacy strengths. Some instructional strategies will include Word of the Day, Question	Administration Teachers Literacy Coach Reading Interventionist	Professional Development Teaching the Critical Vocabulary of	Teachers Administration Curriculum Specialist	Increased student engagement Lesson Plan monitoring	September 2014 January 2015 March 2015 May 2015	June 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Stems, Word Walls, Text Structures, and Kagan Strategies.	Specialized Instruction Specialists-EC, AIG, ELL Counselors, Curriculum Specialists	Common Core by Marilee Sprenger Vocabulary for the Common Core by Robert Marzano and Julia Sims Training on literacy strategies Parent Literacy Nights School Website/Teacher Webpages	SIT Members Media Specialist	Increased student achievement on common assessments, benchmarks, summative assessments. Learning walk-thrus and teacher evaluations Web traffic			
Utilize 21st Century systems (technology, STEM) to increase critical thinking, literacy, and project-based learning opportunities	Administration DIF STEM Teachers CTE Teachers Teacher Leaders Student(Junior DIFS) SIT STEM correlate	One to One Initiative Technology-laptops, iPads, digital tools Professional Development Web resources IDI Team	Administration DIF STEM Teacher Media Specialist	Site Surveys Project Completion Web traffic Student-led projects for events and competition Increased student achievement and engagement	September 2014 January 2015 March 2015 May 2015	June 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
	IDI Team			Flipped classrooms Broadcasts			
Identify and progress monitor individual student target goals within PLCs on a four week basis so that students become responsible for their individual progress and goal setting.	Team Teachers School Counselors Exceptional Children Teachers Support Staff Students Parents Administration Communities in Schools	Personalized Education Plans (PEPs) EC PD-Inclusion Practices PD-Best Practices Performance Data -SRI, Read 180, Fast ForWord, System 44, Corrective Reading, Common Assessments, and Data Training (EVAAS) Parent-Teacher Conferences	Teachers School Counselors Administration SIT Members Students/Parents CIS Mentors	PLC meetings and notes Data meetings Data Walls PEP monitoring by administration and guidance Digital Student Data Notebooks and Goal Focus Conference feedback	September 2014 January 2015 March 2015 May 2015	June 2015	

School Improvement Plan

School: Southern Middle School

Principal: Shelia Gilliard

Pathway: <input type="checkbox"/> Learning <input type="checkbox"/> Community <input checked="" type="checkbox"/> Culture <input type="checkbox"/> Leadership	Critical Element: Emotional Safety	Current Growth Stage: <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

Historical data:

OCR Data for 2014:

(Student Statistics) 53.04% of students report that teachers take students' cultural backgrounds into account when teaching. 81.91% report that they have not been treated badly by a teacher or school administrator because of race/ethnicity/national origin. 71.69% of students report that if they were harassed or discriminated against at school, they would report the incident to a teacher or principal.

(Staff Statistics) 88.0% of staff members believe that the school is a supportive and inviting place for students to learn. 83.08% of staff report that the school takes complaints of harassment and discrimination seriously and responds effectively to the complaints it receives.

Discipline Data for 2014

Over 900 incidents, with 320 out of school suspensions and 430 in-suspensions. In Educator Handbook's, there were 1100 incidents that costs 1948 days in instruction.

Annual Objective:

Decrease bullying and harassment incidences 30% and decrease student suspension rates 25% by June 2015 by increasing staff and student leadership in prevention process.

Mid Year Target:

Decrease of bullying by 15% and student suspension rates by 13% by January 2015.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Implement Positive Behavior Intervention Support with full fidelity so that students are rewarded for positive behavior by analyzing discipline trends and protocols.	PBIS Team Administration Faculty and Staff	PBIS Professional Development during monthly faculty meetings Educator's Handbook Intervention Mini Course PBIS training for staff Dragon Infusion-Tier 2 and Tier 3 students	PBIS Team Administration SIT Members Climate Committee	Decrease in office referrals Increase in student recognition (incentives, certificates, etc.) Awards Ceremonies Parent Attendance Web recognition School board recognition Character Academy attendance STAND YMOD	September 2014 January 2015 March 2015 May 2015	June 2015	
Implement professional development that addresses cultural responsiveness both in the classroom and school-wide *Addressing whole student components in instructional approaches	Administration Faculty and Staff	Instructional Supports Cultural Fair Cultural Celebrations	Administration SIT Members	Increase in student engagement Decrease in student referrals	September 2014 January 2015 March 2015 May 2015	June 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
		PD that address Rigor, Relevance, and Relationships Resources for Teacher Talks and Blogs: Teaching Boys Who Struggle in School: Strategies that Turn Underachievers into Successful Learners by Kathleen Cleveland Hanging in: Strategies for Teaching Students Who Challenge Us by Jeffery Benson Raising Black Students' Achievement through Culturally Responsive Teaching by Johnnie McKinley		Increase in student efficacy Improved instructional strategies and delivery			

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Deliver multi-cultural motivational messages each morning	Administration SIT Members	Project Wisdom Resources Administration SIT Members Community Members Cultural Highlights on the website	Administration SIT Members Students/Journali sm Community Members	Student engagement and conversations SGA Leadership	September 2014 January 2015 March 2015 May 2015	June 2015	
Implement student-centered protocols that address leadership, innovation, and school processes.	Administration SGA SIT Extracurricular student leaders PLCs AIG projects and curriculum	Master Schedule Design SGA led projects TSA Student STEM teachers Clubs Transition Meetings with student ambassadors	SGA Student Anti- Bullying Taskforce Student-Athlete Reports Leadership Academy		September 2014 January 2015 March 2015 May 2015		

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Implement school-wide presentations such as (Bullying Prevention, Red Ribbon Week , Character Education) so that students are educated on making appropriate choices.	Administration School Counselors Teachers All staff	Monthly Focus on Positive Character Traits Project Wisdom Faculty Surveys Student Surveys Guest Speakers Advisory Program	School Counselors Administration Faculty and Staff	Calendar of events Decrease in bullying incidents Student-led conferences on character building and bullying prevention Student participation	September 2014 January 2015 March 2015 May 2015	June 2015	

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What data provides evidence of current growth stage?

Historical Data:

Math performance data for 2012-2014: The 2012-2013 school year math proficiency for grades 6-8 was 26.9%, 23.4%, and 22.3% with an overall performance composite of 24.2%. The 2013-2014 school year math proficiency for grades 6-8 was 27.1%, 31.4%, and 16.5% with an overall school composite of 25.0%

Annual Objective:

Our math performance goal/target shall be 59.7% for all students.

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Implement and monitor the use of district pacing guides for math instruction including strategic and intensive intervention approaches.	Principal/AP Math Coach Math teachers IDI Team District Leadership	IDI website Math PD PLCs Lesson Planning Lesson Modeling/Coaching	Leadership Team Math Coach Math Teachers Mentors	Learning Walk-throughs documentation Increased Teacher Efficacy PLC minutes/agendas Data	September 2014 January 2015 March 2015 May 2015	June 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
				Administrative Observations and Evaluations Coaching Reports Lesson Plans			
Develop, implement, and monitor systematic data analysis and staff collaboration that will allow for monitoring of student achievement including formative assessments, common assessments, and district benchmarks to guide instruction.	Principal/AP Math PLC Math Coach IDI Team	Benchmark Assessments EOGs Common Assessments School Net	Leadership Team Math PLCs Math Coach IDI Team SIT	PLC notes Academic conferences Walk-throughs Lesson Plans Master Schedule Tutoring Increase in benchmark data	September 2014 January 2015 March 2015 May 2015	June 2015	

School Improvement Plan

School: Southern Middle School

Principal: Shelia Gilliard

Pathway: <input type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input checked="" type="checkbox"/> Leadership	Critical Element: Leadership Skills of Employees	Current Growth Stage: <input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

Teacher Working Conditions Survey 2014:

67% of teachers state that they are recognized as educational experts at SMS; 84% teachers report that they are trusted to make sound professional decisions about instruction; 29% of teachers report that they have an appropriate level of influence on decision making in this school.

Annual Objective:

Increase teacher efficacy and leadership opportunities while increasing teacher retention.

Mid Year Target:

A SMS Teacher Working Conditions and School Improvement Survey will given by January 2015 with a 20% increase in efficiency rating.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Implement and monitor mentor/buddies for all new staff members.	Administration District Leadership Mentors/Buddies	Monthly Mentor Meetings with school mentor Quarterly Meetings with Moore County IDI Mentor Program Support Weekly contact with mentor within	Admin Lead AP for Mentoring Program Mentors BTs and Probationary teachers	Agendas Meeting minutes Teacher retention data	September 2014 January 2015 March 2015 May 2015	June 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Provide structural and instructional support for all staff	Admin PLCs School Improvement Team IDI	Professional Learning Communities - Content Centered School Initiated and Differentiated Professional Development District Initiated Professional Development-Digital Integration, Content-based, Kagan Strategies Instructional Planning Days	Admin PLCs IDI SIT Teachers	PLC notes Increased teacher efficacy Increased teacher and student efficacy	September 2014 January 2015 March 2015 May 2015	June 2015	
Increase and involve staff in leadership opportunities through the School Improvement Team, PLC leadership, extra-curricular opportunities, and teacher recruitment practices such as interviewing	District leadership-Human Resources Administration School Improvement Team Teachers	Professional Development in Leadership Development Aspiring Leaders Program Mini-Course Program SIT	District leadership-Human Resources Administration Evaluation Process-Standard I accountability School Improvement Team PLCs Teachers	Increased teacher involvement Surveys Higher teacher retention	September 2014 January 2015 March 2015 May 2015	June 2015	

Title I School-wide Compliance Review and Plan – Component 2 School Reform Strategies

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you’ve already developed may fulfill many of these requirements.

School-wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

The school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	x	x	x		
	Strategy 2	x		x		
	Strategy 3	x		x		
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Our school addresses the need for school-wide reform through content centered professional learning communities have the primary focus of creating common assessments based on specific standards. The data obtained from these common assessments will be used to provide remediation through classroom instruction. Students will also receive personalized tutoring based on the standards based data. Vocabulary instruction is incorporated into the daily practices across all content areas. Our school exposes students to new words through the Word of the Day program and word walls. The use of Bloom's Taxonomy Question Stems operates as the foundation for critical thinking process that encourages rigorous and relevant learning for all students. Text Structures is a intervention designed to improve reading comprehension and also providing tools for students to organize reading and writing. Kagan Strategies/Cooperative Learning will be incorporated with the purpose of increasing student achievement and classroom climate.

Component 3

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	x	x	x	x	
	Strategy 2	x	x	x	x	
	Strategy 3		x		x	
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan: Our school addresses the need for highly qualified teachers by providing a Mentor/Mentee Program that provides a designated time once a month for beginner licensed teachers to meet with highly qualified teachers with the purpose of developing a school wide support system to address instructional practices. The Professional Learning Communities provide instructional support in the core academic areas that impacts student achievement.

Component 4

High-quality and ongoing professional development: Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	x	x	x	x	
	Strategy 2	x	x	x	x	
	Strategy 3				x	
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan: Our school provides high quality, on-going professional development for all teachers through district initiated professional development in the areas of literacy and digital learning. The administrative team and professional learning community correlate identifies and creates professional development that addresses the instructional needs of teachers with the primary objective of assisting all students in meeting the state's academic achievement standards.

Component 5

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools has a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	x	x	x	x	
	Strategy 2	x	x	x	x	
	Strategy 3	x	x		x	
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Our school uses a public relations correlate, school website, and social media to maximize a positive image of the school community. Southern Middle School seeks to provide structural support through a mentor/buddy program. The monthly meetings foster and build sustainable working relationships and supports for new staff members. Additionally, instructional and communication tools are incorporated as well for student and parent engagement.

Component 6

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school-wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school’s improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	x	x			
	Strategy 2	x	x			
	Strategy 3	x	x			
	Strategy 4		x			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan. Our school communicates with parents by using communication logs and Connect EDs with the purpose of keeping parents informed of school events. Student Led Conferences encourages parents to have a dialogue with their child concerning their academic progress, goal setting, and agreeing to become an active participant in helping their child meet their goals. The Parent Portal and Curriculum Nights provide parents with strategies that can impact student achievement and also monitor student progress. The PTA is an organization that collaborates with teachers and provides all parents with a voice within the school community. Parent volunteers are actively recruited through all school events and communication with the school community.

Component 7

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on the strong start.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1		x			
	Strategy 2	x	x			
	Strategy 3		x			
	Strategy 4		x			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan: School counselors and administrations plan and implement two transitions plans. one for sixth graders and another for rising freshmen. Southern Middle School provides a transition and registration day in the spring for all upcoming sixth grades. Students are given a middle school orientation and tour during the school day. Then a Parent Orientation is given the same evening for families of rising sixth graders. To ease the transition from elementary to middle school, students are assigned to teams of teachers. The master schedule is designed so that students will be within the same hallway and changes classes with only their grade level. The teaming concept lends establishing positive relationships among peers and teachers. There is a constant support system in place.

The eighth graders follow a similar approach with a Freshmen Orientation completed at the high school the spring before their fall high school arrival. This program is a collaborative program between the middle and high school. Parents are afforded a Parent Orientation as well.

Southern Middle School partners with Communities in Schools and Boys and Girls Club. Each community organization supports SMS through tutoring and mentorship.

Component 8

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	x		x		
	Strategy 2	x	x	x	x	
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan: Our school participates in the NC Falcon formative assessment learning community by requiring training for all beginner teachers and all other teachers who needs specialized professional development. Teachers use formative assessments training to create common assessment that assist in making instructional adjustments in order for students to reach the desired academic outcomes.

Component 9

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the schools who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	x		x		
	Strategy 2	x	x	x		
	Strategy 3	x				
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Our school differentiates instruction by providing additional learning time through the Saturday Academy and after school tutoring with the objective of providing additional assistance for students identified as being in jeopardy of not meeting objectives based on academic standards. Students identified as having difficulty in obtaining proficiency demonstrated on previous assessments will be placed in the most appropriate learning setting which includes inclusion and resource. Students will also have a personal education plan that outlines the academic deficiencies along with instructional strategies that will address ways for the student to meet academic standards.

Component 10

Coordination and integration of Federal, State, and local services and programs: School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school-wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	x		x		
	Strategy 2	x	x	x	x	
	Strategy 3		x			
	Strategy 4		x			
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

Our school will use the one to one digital initiative and the STEM program to promote differentiated instruction that in help all students reach proficiency while also promoting growth among students who perform at proficient levels. Southern Middle School is a 21st Century innovator. Students are taught leadership skills through project-based learning opportunities, global initiatives, research skills, and critical thinking opportunities through technology.

Title I Parent Involvement School Plan
2014-2015

Southern Middle School
School

Parental Involvement, Section 1118 of NCLB

Required Components

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
1. Shall jointly develop with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan				
2. Shall convene an annual meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)				
3. Shall offer a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)				
4. Shall involve parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)				
5. Shall provide parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C)				

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
6. Shall submit to LEA any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)				
7. Shall jointly develop, distribute and discuss school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)				
8. Shall provide assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)				
9. Shall provide materials and training to help parents to work with their children at home. Sec. 1118(e)(2)				
10. Shall provide training for teachers, staff, and principals on how to work together in a joint effort to reach out, communicate with and work with parents as equal partners. Sec. 1118(e)(3)				
11. Shall coordinate and integrate parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers... Sec. 1118(e)(4)				
12. Shall ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format, and language the parents can understand. Sec. 1118(3)(5)				

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
13. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)				

1. Attach school’s parent involvement policy with documentation of parent input and how distributed.
2. Schools must have a process in place to address this component. (c)(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
3. School-parent compact: Sec. 1118(d)(1)(1)(A-c) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under the par a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Stat’s high standards. Such compact shall –
 - (1) describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards, and ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time; and
 - (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –
 - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
 - (B) frequent reports to parents on their children’s progress; and
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
4. As appropriate: Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs

Southern Middle School Learning Compact

As a student I will be responsible for:

- > Coming to class prepared to work and completing all assignments to the best of my ability;
- > Respecting the rights of others to learn without distraction and disruption; Following the Moore County Schools Discipline Policy as well as Southern Middle School's Discipline Policy.
 - o Showing respect and cooperating with all adults in the school;
 - o Practicing safety by not running, pushing, or fighting on campus;
- > Asking my teachers questions when I don't understand something;
- > Discussing with my parent what I am learning in school
- > Keeping my data notebook updated;
- > Attending school tutoring as needed;
- > Other

As a parent, I will be responsible for:

- > Getting my child to school on time and avoiding unnecessary absences;
- > Providing a time and place each evening for homework, quiet study, and/or reading at home;
- > Helping my child in any way possible to meet his or her responsibilities;
- > Attending parent workshops and Title I Information Night;
- > Finding out how my child is progressing;
- > Providing supplies required for school;
- > Providing the opportunity and means for my child to attend school tutoring as needed.

As a teacher, I will be responsible for:

- > Teaching the NC Standard Course of Study and utilizing Moore County School Pacing Guide;
- > Providing a safe and nurturing environment for learning:
 - o Providing motivating, interesting, and rigorous learning experience in my class room.
- > Have high expectations for myself, students, parents, and other school staff.
 - o Explaining my expectations, instructional goals, and grading system to students and parents.
 - o Communicating frequently with my parents.
 - o Giving feedback to my students.
- > Utilizing data to drive my instruction, remediation, and tutoring;
- > Respecting cultural diversity;
- > Collaborating with my peers in my PLCs and instructional planning process.

As a principal, I will be responsible for:

- > Creating a welcoming environment for student and parents;
- > Communicating to students and parents the school mission and goals;
- > Ensuring a safe and orderly environment;
- > Reinforcing the partnership between parent, student, staff and community;
- > Acting as the instructional leader by supporting teachers in their classroom;
- > Setting high standards and implementing effective programs;
- > Allocating resources to ensure that high standards are met for all students;
- > Providing a variety of opportunities for involving parents in decision making providing input, and volunteering at the school;
- > Providing the appropriate growth opportunities for teachers and parents.

Student Signature _____ Date ____/____/____
Teacher Signature _____ Date ____/____/____

Parent Signature _____ Date ____/____/____
Principal Signature: *David Ward* Date 8/25/14

What is Title I?

Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and

- Reach, at a minimum, proficiency on state academic achievement standards and state academic assessments.

Purpose:

- Ensuring that all instructional materials aligned to state assignments
- Meeting the educational needs of low-achieving children
- Closing the achievement gap
- Holding schools and LEA accountable
- Assessing needs
- Improving and strengthening accountability
- Providing greater decision-making authority and flexibility to schools and teachers
- Promoting school-wide reform
- Providing children an enriched and accelerated education
- Elevating the quality of instruction by providing staff development
- Coordinating services under all parts of the title
- Affording parents meaningful opportunities to participate

What can you expect from the State, Moore County Schools, and Title I Schools?

- Annual report card
- Parent's Right-to-Know
- Teacher Professional Development
- Teacher and Paraprofessional Qualifications
- Written Parental Involvement Policies
- Title I Part A Meeting
- Title I Part A Information

- Funding
- Parental Capacity
- Family Literacy

Parental Involvement

- Parent-School Compact
- Parent Workshops
 - Success Night
 - Technology
 - Family Reading Nights
 - Parent-Teacher Conferences
 - Spring Festival

Our Plans

- Move children forward by accelerating growth
 - Achievement on local benchmarks and state assessments
- Provide sound educational practices that reach every child
- Prepare students to be 21st learners



TITLE I PARENT MEETING

September 18, 2014

6:00 pm

Multi-purpose Room

Southern Middle School

Professional Development Proposal for 2014-2015

(A Differentiated Approach) Each content area receives specialized training while sustaining the school-wide instructional focus.

September 12, 2014

- Digital Know-how-Staff will launch their school and team websites. Staff will be assigned to Master Web Designers who will assist them in launching.
- NCEES-New staff are required to take course. If you did not take the class on August 21, 2014, you must complete this course.

October 17, 2014

- Digital Learning: TPAk (Technology, Pedagogy, and Content Knowledge); Instructor: Dr. Smith
- Learning 6-209; ELA/SS-Middle School Literacy Strategies for all Content Areas (2 hours)
- Learning 9-187; Mathematics-Eight Mathematical Practices for Grades 6-8 (1hour)
- Learning 9-191; Math Journal/Interactive Notebooks for Grades 6-8 (1 hour)
- Learning 11-91; Using Science Assessments in a Science PLC to Increase Student Learning (6-8) 2 hours
- Encore Digital Tools:
- Rigor Connection with Digital Infusion (Administration)

November 4, 2014 (System-wide PD)

December 5, 2014

- Learning 6-208; ELA/SS-Middle School Complex Text-How to Use It (2 hours)
- Learning 6-184; Math-Quantiles for Grades 6-8 (1 hour)

- Learning 11-91; Science- Using Science Assessments in a Science PLC to Increase Student Learning (6-8) 2 hours
- Encore Digital Tools:
- Rigor Connection with Digital Infusion (Administration

January 16, 2015

- Learning 6-213; ELA/SS-6-8 Writing Across the Curriculum (2 hours)
- Math Digital Infusion
- Learning 11-91; Using Science Assessments in a Science PLC to Increase Student Learning (6-8) 2 hours
- Encore Digital Tools:
- Rigor Connection with Digital Infusion (Coaches & Administration)

February 13, 2015

- Rigor with Digital Integration Application across Content Areas
- Learning 11-91; Using Science Assessments in a Science PLC to Increase Student Learning (6-8) 2 hours
- Encore Digital Tools:

February 16, 2015 (System-wide PD)

March 9, 2015 (System-wide PD)

March 27, 2015

- Rigor with Digital Integration Application across Content Areas
- Learning 11-91; Using Science Assessments in a Science PLC to Increase Student Learning (6-8) (2 hours)
- Encore Digital Tools:

Faculty Book Study: The Practice of Authentic PLCs: A Guide to Effective Teacher Teams by Daniel R. Venables

PLC Professional Development (Facilitated by DIF, Jillian Reynolds) Only once a month as we prepare for rollout

- September-Learning 13-163-Utilizing School Net to Create and Share Resources (K-12)
- October-Learning 13-155-Using Edmodo across the Curriculum (2nd-12th)
- November-Learning 13-161-Using Technology to Flip Your Classroom (4th-12th)
- January-Learning 13-162-Utilizing Digital Portfolios in the Classroom (K-12)
- February-Learning 130-166-Go Live on the Internet? Live Streaming School or Classroom Events (K-12)

TITLE I PARENT INVOLVEMENT

The BOE believes that the involvement of Title I parents in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The title I staff will provide parents of all eligible Title I children with information regarding programs and activities provided with Title I funds.

The coordinator of the Title I programs will oversee the adoption and implementation of a system-wide plan providing for parent involvement in the Title I program. The system-wide plan shall be developed jointly with, agreed upon by and distributed to parents.

Each Title I school shall jointly develop with and distribute to parents a written school-level parental involvement plan that addresses how the school will involve parents/guardians in a timely and organized way to plan, review, and improve Title I-supported activities. School-level plans should provide for the distribution to parents of required school performance profiles and an interpretation of their child's individual student assessment results. Each Title I school shall jointly develop with parents a school-parent compact that outlines a shared responsibility for assisting the child to achieve the state's high standards.

TITLE I PARENT CONSULTATION POLICY

The Title I program offers assistance to meet special educational needs of educationally and economically disadvantaged children according to federal guidelines. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the program and the success of the children.

An annual meeting will be held for parents of all eligible Title I children to discuss the Title I funded programs and activities. In addition to the annual meeting, the board encourages parents to confer with their child's Title I teacher on a regular basis.

At the local school level, parents will be given the opportunity to confer with their child's Title I teacher. Parents will be informed of the program that has been planned for their child and of the child's progress under the program. Parents will be invited to visit the classrooms and to volunteer in school activities.

The BOE directs each school to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, the board directives provided below. In addition, the plan must include ways to enhance parental involvement in the following areas:

- Meaningful two-way communication between home and school
- Promotion of responsible parenting
- Involving parents/guardians in student learning
- Promotion of volunteering
- Involving parents/guardians in school decisions that affect children and families
- Parental training
- Community collaboration; and
- Promotion of student health awareness

This policy applies to the parents, legal guardians and legal custodians of students who are under 18 years old and are not married. The policy also applies to parents, legal guardians and legal custodians of students who are served in the exceptional program.

PARENT VOLUNTEERS

We are always interested in having parents volunteer to help the teachers in the classrooms. If you can help, please call the school office at 693-1550, or come by and talk with the principal.

PARENT COMMUNICATION AND CONFERENCES

The BOE encourages regular contact with parents by school personnel for commendation as well as for notification of concerns. Schools will plan for periodic communications with parents. Teachers are responsible for scheduling conferences with parents.