



**2016-2017**

## **School Improvement Plan One Page Summary**

School Name: Southern Middle School

Principal: Marcy Cooper

School Improvement Chairperson: Christina Speiser

### **Three measurable points of pride:**

- SMS scored a 91% on the PBIS SET review.
- 6<sup>th</sup> grade and 8<sup>th</sup> grade levels met growth on the EOGs.
- SMS Teacher Working Conditions survey showed an increase in every area.

### **Goals to improve our school in the coming year:**

- Math EOG scores will increase 10 percentage points in each grade level subgroup.
- Reading EOG scores will increase 10 percentage points in each grade level subgroup.
- Student culture will improve through a decrease of 25% in the loss of instructional time due to ISS or OSS. Teacher/Staff Culture will improve by a decrease of 25% in the teacher turnover rate.

### **Key Strategies to continuously improve and accomplish goals:**

- SMS will utilize small group instruction to meet the individualized needs of students.
- SMS will bring in tutors (retired teachers and Pinecrest students) to push into classes.
- Flex time will be used to provide interventions for students as needed.

### **Board of Education and community members can assist us in reaching our goals by:**

- Visit often and spotlight positive things happening at SMS through Facebook, Twitter, etc.
- Join our tutor groups and mentor some of our students.

## SCHOOL IMPROVEMENT PLAN

<b>School Name</b>	Southern Middle School	<b>School Number</b>	<b>350</b>
<b>School Address</b>	717 Johnson Street, Aberdeen, NC 28315		
<b>Principal</b>	Marcy Cooper		
<b>District Name/State Local Education Agency (LEA) Number</b>	Moore County Schools (630)		
<b>Date of Initial School Staff Vote of Approval</b>	14-Sep-16		
<b>Date of Last Review/Update</b>			
<b>Principal Signature</b>	_____ (Signature On File)		
<b>Board of Education Authority Signature</b>	_____ (Signature On File)		

### School Vision and Mission Statement

**Vision**  
Southern Middle School is a community school of academic excellence where all students are empowered to be informed, confident, and independent 21st Century learners.

**Mission Statement**  
At Southern Middle School, our mission is to instill the belief in our students that they can achieve their full academic potential through innovative student centered learning in a safe and nurturing environment.

### District and State Goal Alignment

**Moore County Schools Key Indicator of Success - 1) Learning Pathway**  
*Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.*

**Moore County Schools Key Indicator of Success - 2) Community**  
*Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.*

**Moore County Schools Key Indicator of Success - 3) Culture Pathway**  
*Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.*

**Moore County Schools Key Indicator of Success - 4) Leadership Pathway**  
*Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.*  
*Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.*

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2016-17 and 2017-18)
Principal	Marcy Cooper		
Parent Representative	Mary Edmondson	1-May-15	2015-2016 and 2016-2017
Parent Representative	Lisa Marella	13-Sep-16	2016-2017 and 2017-2018
Teacher Representative	Kaitlyn Yourous	5/20/2016	2016-2017 and 2017-2018
Teacher Representative	Suzanne Badgett	5/20/2016	2016-2017 and 2017-2018
Teacher Representative	Kimberly Ormand-Craig	8/17/2016	2016-2017 and 2017-2018
Teacher Representative	Shawndee Jenkins	5/1/2015	2015-2016 and 2016-2017
Teacher Representative	Debra Bradley	5/1/2016	2015-2016 and 2016-2017
Teacher Representative	Lisa Neal	5/1/2016	2015-2016 and 2016-2017
Classified Representative	LaTanya Brown	5/20/2016	2016-2017 and 2017-2018
Classified Representative	Marie Mabe	5/20/2016	2016-2017 and 2017-2018
Support Personnel Representative	Christina Speiser	9/14/2016	2016-2017 and 2017-2018

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

# SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

## 1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

Southern Middle School scored a 91% on the Positive Behavior Intervention and Support Set Review in May, 2016. This led to a green ribbon from the state. Our sixth grade EOG proficiency scores improved in Grade Level Performance and College/Career Ready. On the 2016 NC Teacher Working Conditions Survey, Southern Middle School improved in all areas with the greatest improvement being in Leadership and Professional Development. There was an increase of 42.4 percentage points in teachers agreeing that there is an atmosphere of trust and mutual respect in our school. During the summer of 2016, Southern Middle School experienced an improvement in the teacher turnover rate of over 60%.

## 2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

Currently, score reports show that Southern Middle School has a grade level proficiency of 35.6% in math as measured by the NC EOG assessment. There is a 31.6 point proficiency gap between our white students (50.9) and black students (19.3). There is a 29.6 point gap between our white students (50.9) and our economically disadvantaged students (21.3). There is a 40 point gap between our white students (50.9) and our students with disabilities (10.9). Our grade level proficiency is at 50.7% in reading as measured by the NCEOG assessment. There is a 32.2 point proficiency gap between our white students (65.7) and our black students (33.5). There is a 28.9 point gap between our white students (65.7) and our economically disadvantaged students (36.8). There is a 44.1 point gap between our white students (65.7) and our students with disabilities (21.6). During the 2015-2016 school year, Southern Middle School had 934 assignments to In-school suspension and 159 assignments of out of school suspension. This resulted in an instructional cost of 1476.1 days. Over the last three years, Southern Middle School has had the highest turnover rate in our district - a rate close to double that of our district... In the school year 2012-2013, SMS had a 34.78% turnover rate (16 teachers), in the school year 2013-2014, SMS had a 35.42% turnover rate (17 teachers) and in the school year 2014-2015, SMS had a turnover rate of 32% (16 teachers). These measures were taken in March of each school year. While the NC Teacher Working Conditions survey results improved for Southern Middle School in 2016, survey results still show concern in the areas of Managing Student Conduct and Teacher Leadership. Survey results indicate that only 22% of teachers surveyed agree that students at this school follow rules of conduct. Survey results also indicate that only 56.9% of the teachers felt that teachers have an appropriate level of influence on decision making in the school.

**SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT**

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

**Priority Area 1:**

Math

**Priority Area 2:**

Reading

**Priority Area 3:**

Student Culture

**Priority Area 4:**

Staff Culture

## PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

**PLAN:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 1</b>	Math
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June, 2018 Southern Middle School will increase math proficiency by 20 percentage points in each grade level subgroup as measured by the North Carolina End of Grade Test.
<b>Target Goal for 2016-17</b> (What goal must be reached to be on target to meet SMART goal?)	By June, 2017 Southern Middle School will increase math proficiency by 10 percentage points in each grade level subgroup as measured by the North Carolina End of Grade Test.
<b>MCS Growing to Greatness 2.0</b>	Key Indicators of Success - Learning Pathway

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

Develop a framework for effective core instruction and deliver rigorous core lessons.

#### Action Steps to Implement Improvement Strategy

- 1) Implement small group instruction within math classes to differentiate lessons.
- 2) Support small group instruction with retired teachers pushing into regular education math classes to work with small groups and model effective strategies for whole group instruction.
- 3) Work with district specialists and digital integration specialists to align instruction with curriculum standards.
- 4) Utilize the flex block to have students preview vocabulary and create graphic organizers to use within their math class.
- 5) Utilize instruction and behavior strategies observed during school visits with like populations that are achieving high growth.
- 6) Develop an understanding of the vertical alignment of standards within the math curriculum to better meet student needs.
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#### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Master teacher will deliver professional development to beginning teachers once a month in the areas of classroom management and instructional differentiation
- 11) District content specialists will work with content teachers in each grade to align instruction, assignments, and assessment to curriculum standards.

## PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

12) District content specialists, instructional coach, and administrative team will facilitate sessions regarding best practices for math instruction, lead a book study, and will monitor implementation of strategies.

### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

13) Once per semester, Teachers will conduct parent workshops to share math strategies used within the classrooms.

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# PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

## IMPROVEMENT STRATEGY #2

Develop a flex time scheduled class period to provide math scaffolding for targeted students.

### Action Steps to Implement Improvement Strategy

Teachers will disaggregate student data to identify students of need.

Teachers will preview math vocabulary and create graphic organizers for students to utilize during core instruction class periods.

At the end of each 9 week period, analyze student assessment data to ensure success.

Instructional coach will be available to support teachers during flex time periods.

Administrative team will see evidence of strategies learned and provide feedback to teachers.

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### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Master teacher will provide strategies for teachers to share acceleration practices with their students.

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### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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# PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

## IMPROVEMENT STRATEGY #3

### Action Steps to Implement Improvement Strategy

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### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

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### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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## PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

**CHECK:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

**What data will be used to determine whether the improvement strategies were deployed with fidelity?**

Administrator walk through data, observation data, teacher lesson plans, assessment data

**How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)**

Data will be analyzed from common assessments, benchmark assessments, and classroom assessments.

**What does the data/evidence show regarding the results of the implemented strategies?**

*Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)*

*Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)*

*Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)*

*Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)*

*Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

## PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

**ACT:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

**Based upon identified results, should/how should strategies be changed?**

*Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)*

*Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)*

*Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)*

*Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)*

*Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

## PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

*PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).*

<b>Priority Area 1</b>	Reading
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June, 2018 Southern Middle School will increase reading proficiency by 20 percentage points in each grade level as measured by the North Carolina End of Grade test.
<b>Target Goal for 2016-17</b> (What goal must be reached to be on target to meet SMART goal?)	By June, 2017 Southern Middle School will increase reading proficiency by 10 percentage points in each grade level as measured by the North Carolina End of Grade test.
<b>MCS Growing to Greatness 2.0</b>	Key Indicators of Success - Learning Pathway

*DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).*

### IMPROVEMENT STRATEGY #1

Develop a framework for effective core instruction and deliver rigorous core lessons.

#### Action Steps to Implement Improvement Strategy

Implement small group instruction within ELA classes to differentiate lessons.

Support small group instruction with retired teachers pushing into regular education ELA classes to work with small groups and model effective teaching strategies for whole group instruction.

Work with district specialists to align instruction with curriculum standards.

Utilize the flex block to have students preview vocabulary and create graphic organizers to use within their ELA class.

Utilize instruction and behavior strategies observed during school visits with like populations that are achieving high growth.

Develop an understanding of the vertical alignment of standards within the ELA curriculum to better meet student needs.

Utilize "short reads" to target student understanding of specific skills in literature and non-fiction texts.

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#### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

District content specialists will work with content teachers in each grade to align instruction, assignments, and assessment to curriculum standards.

District content specialist, instructional coach and administrative team will facilitate sessions regarding best practices for ELA instruction and will monitor implementation of strategies.

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## PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

Once per semester, Teachers will conduct parent workshops to share ELA strategies used within the classrooms.

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# PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

## IMPROVEMENT STRATEGY #2

Develop a flex time scheduled class period to provide ELA scaffolding for targeted students.

### Action Steps to Implement Improvement Strategy

Teachers will disaggregate student data to identify students of need.

Teachers will preview ELA vocabulary and create graphic organizers for students to utilize during core instruction class periods.

At the end of each 9 week period, teachers will analyze student assessment data to ensure success.

Instructional coach will be available to support teachers during the flex time period.

Administrative team will see evidence of strategies learned and provide feedback to teachers.

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### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Master teacher will provide strategies for teachers to share acceleration practices with their students.

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### Action Steps to Implement Associated Parental Involvement

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# PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

## IMPROVEMENT STRATEGY #3

Content area teachers will utilize effective reading strategies during their core instruction.

### Action Steps to Implement Improvement Strategy

Teachers will receive information regarding tools for effective reading strategies to be used within their content area each month.

Administrative team will see evidence of strategies learned and provide feedback to teachers.

Teachers will use student Lexile levels to differentiate reading content within their instruction.

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### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Teachers will participate in professional development sessions regarding how to use Lexile levels to differentiate instruction.

Teachers will participate in professional development sessions regarding how to determine Lexile levels within reading material.

Teachers will receive information regarding tools for effective reading strategies to be used within their content area each month.

### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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## PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

**CHECK:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

**What data will be used to determine whether the improvement strategies were deployed with fidelity?**

**How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)**

**What does the data/evidence show regarding the results of the implemented strategies?**

*Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)*

*Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)*

*Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)*

*Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)*

*Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

## PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

**ACT:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

**Based upon identified results, should/how should strategies be changed?**

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(New SIP will be developed based on end of year results to begin the next two year planning cycle.)



## PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

*PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).*

<b>Priority Area 1</b>	Student Culture
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June, 2018, Southern Middle School will decrease the loss of instructional time due to ISS or OSS by 50% as measured by Educator's Handbook data.
<b>Target Goal for 2016-17</b> (What goal must be reached to be on target to meet SMART goal?)	By June, 2017, Southern Middle School will decrease the loss of instructional time due to ISS or OSS by 25% as measured by Educator's Handbook data.
<b>MCS Growing to Greatness 2.0</b>	Key Indicators of Success - Culture Pathway

*DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).*

### IMPROVEMENT STRATEGY #1

Strengthen the school's Positive Behavior Intervention and Support Program.

#### Action Steps to Implement Improvement Strategy

Implement PBIS (Module 2) throughout our school.

Schedule flexible intervention groups to receive instruction from counseling staff regarding individual behavior needs.

Teachers will work in partnership with the PBIS team to schedule PBIS celebrations as well as intervention groups for targeted students.

Students will be provided with appropriate seating according to their needs.

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#### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

PBIS team will attend Module 2 training in September, 2016.

Administrators and new faculty will attend Module 1 training in September, 2016

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## PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

PBIS information will be shared with parents via the Dragon Connection on a consistent basis.

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# PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

## IMPROVEMENT STRATEGY #2

Teachers and students will understand and embrace the diversity of our student body.

### Action Steps to Implement Improvement Strategy

Teachers will utilize information learned in Students of Trauma PD within their classrooms.

Students will participate in programs regarding acceptance and diversity.

Leadership development will occur for students through Student Government, Student Advisory Council and other leadership opportunities throughout the year.

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### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

Teachers will attend professional development regarding trauma that our students experience so that empathy can be developed.

Teachers will participate in a book study regarding poverty, trauma and diversity.

Teachers will participate in Conscious Discipline professional development.

### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

Parents will participate in sessions regarding helping their students to be tolerant of others.

Parents will be invited to participate in sessions regarding social media and how to protect their children.

# PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

## IMPROVEMENT STRATEGY #3

Students will be encouraged to graduate from high school and further their education by developing goals and dreams for the future.

### Action Steps to Implement Improvement Strategy

College pennants will be displayed across our school campus.

Opportunities will be given for students to visit college campuses.

A career fair will be held in the spring to introduce students to different careers.

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### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

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### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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## PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

**CHECK:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

**What data will be used to determine whether the improvement strategies were deployed with fidelity?**

**How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)**

**What does the data/evidence show regarding the results of the implemented strategies?**

*Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)*

*Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)*

*Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)*

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(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

## PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

**ACT:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

**Based upon identified results, should/how should strategies be changed?**

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*Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)*

*Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)*

*Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

## PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

**PLAN:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

<b>Priority Area 1</b>	Staff Culture
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June, 2018 Southern Middle School will decrease our teacher turnover rate by 50%.
<b>Target Goal for 2016-17</b> (What goal must be reached to be on target to meet SMART goal?)	By June, 2017 Southern Middle School will decrease our teacher turnover rate by 25%.
<b>MCS Growing to Greatness 2.0</b>	Key Indicators of Success - Culture Pathway

**DO:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

### IMPROVEMENT STRATEGY #1

Southern Middle School will increase positive ratings on the Teacher Working Conditions survey especially in the areas of Leadership and Professional Development.

#### Action Steps to Implement Improvement Strategy

Teachers will be encouraged to present and attend at local and state conferences.

Beginning teachers will be supported through monthly Professional Development and Reflection sessions.

Teachers from each content area will participate in a Teacher Advisory Council at the school level.

A professional library will be created for all teachers to access

Allow teachers to observe other teachers in the same content at various locations

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#### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

10) Master teacher will deliver professional development to beginning teachers once a month in the areas of classroom management and instructional differentiation

11) Encourage grade level leaders to present at state and local conferences to increase confidence, leadership skills, and content competency.

## PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

Encourage content area teachers to attend state and local conferences to increase content competency and provide opportunities for leadership among staff members.

### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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# PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

## IMPROVEMENT STRATEGY #2

Collegiality will be encouraged across the SMS campus.

### Action Steps to Implement Improvement Strategy

Recognition to individual teachers will occur on a monthly basis.

Opportunities for colleagues to recognize each other is ongoing through Dragon Braggin'.

Administration will tweet out innovative and exciting lessons being taught in classrooms.

Opportunities for colleagues to explore Moore county and build trust and collegial relationships will occur each semester.

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### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

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### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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# PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

## IMPROVEMENT STRATEGY #3

### Action Steps to Implement Improvement Strategy

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### Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

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### Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

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## PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

**CHECK:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

**What data will be used to determine whether the improvement strategies were deployed with fidelity?**

**How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)**

**What does the data/evidence show regarding the results of the implemented strategies?**

*Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)*

*Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)*

*Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)*

*Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)*

*Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

## PRIORITY AREA 4 AND ASSOCIATED STRATEGIES

**ACT:** School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

**Based upon identified results, should/how should strategies be changed?**

*Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)*

*Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)*

*Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)*

*Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)*

*Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)*

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)