

**Pocomoke Middle School
Academic Action Plan
Minority/Gender Achievement
2010/2011 – 2017/2018**

OBJECTIVE: By the year 2017 – 2018, Pocomoke Middle School students will demonstrate improved academic performance without difference attributable to race, gender, FARMS, special education, 504, or LEP status.

Activity//Action Steps	Person(s)//Group(s) Responsible	Timeline for Completion	Resources Needed	Evaluation// Indicators of Success	Status of Progress	Standards
Analyze all data in disaggregated form to monitor progress and make instructional decisions to eliminate the achievement gap	Principal Curriculum Planner Instructional Coaches Teachers	Aug. – July (Annually)	Personnel Data	Academic progress of monitored students	Ongoing	1, 3, 8, 9, 10
Identify minority students at-risk of failing at midterm and end of term.	Guidance Counselors Instructional Coaches Teachers	Aug. - June (Annually)	Test Data (Benchmarks and Formative Assessments)	Identification of students	Ongoing	1, 3, 8
Share student's assessment data with students	Administration Instructional Team Guidance Counselors Teachers	Aug. - June Twice or more as needed (Annually)	Presentation Materials	Completed meeting	Ongoing	1, 3, 9
Update individual Plans for Success for students who need additional support in regular classroom and through supportive services	Principal Instructional Team Teachers	Aug. – June (Annually)	Data	Plans for Success in place and monitored	Ongoing	1, 3, 8, 9, 10

Activity//Action Steps	Person(s)//Group(s) Responsible	Timeline for Completion	Resources Needed	Evaluation// Indicators of Success	Status of Progress	Standards
Conduct home visits to the families of identified at-risk students	M/GA Implementation Team Representative Pupil Personnel Worker Family/School Connections Worker	Aug.– June (Annually)	Personnel	Home visits made and documented	Ongoing	1, 6, 7
Conduct motivational pep talks prior to all assessments	Administration Teachers Staff	Aug. – June (Annually)	Log of completed talks	Completed talks	Ongoing	1, 6, 8, 11
Increase math period in grades 4 and 5 from 60 minutes to 90 minutes	Principal 4 th and 5 th grade Teachers Instructional Coach	Sept. – June (Annually)	Time	Demonstrated student mastery/advancement on math skills and applications	Ongoing	4,8
Provide intervention classes during After School and Summer Learning Academies for identified students	Extended School Administrator After School/Summer Academies Staff	Sept. – July (Annually)	Invitation list	Session/class offerings	Ongoing	1, 3, 7
Conduct extended opportunities for at-risk students to participate in accelerated and enrichment offerings during school day and after school/summer school academies	Principal Extended School Administrator Teachers After School/Summer Academies staff	Aug. – July (Annually)	Personnel Funds Schedules	Session/class offerings Noted increase in participation (attendance rosters)	Ongoing	1, 3, 8, 10, 11
Encourage participation of minority students in STEM after school/summer school academies	Extended School Administrator Teachers After School/Summer School Academies staff	Aug. – July (Annually)	Schedules	Noted increase in participation of minority students	Ongoing	1, 3, 8, 10
Invite identified students to participate in “Gentlemen’s Club”, “Diamonds”, and “Growing Great Girls” (after school group mentoring academies)	Extended School Administrator Club Coordinators	Aug. – May (Annually)	List of identified students	Participation of selected students	Ongoing	1, 3, 8, 10, 11

Host “Intergenerational Reading” academy, during after school program, for minority students and their families	Extended School Administrator Intergenerational Reading Club Coordinator	Sept. – May (Annually)	Club meetings held	Completed academies classes//attendance rosters	Ongoing	1, 3, 8, 10, 11
Activity//Action Steps	Person(s)//Group(s) Responsible	Timeline for Completion	Resources Needed	Evaluation// Indicators of Success	Status of Progress	Standards
Implement yearly, the Field and Arts Day (includes cultural enrichment and creative arts events which increases interest in these areas for minority students)	Arts Immersion Team Arts Immersion Coach Administration Teachers Selected Artists	May (Annually)	Selected Artists County, grants and additional funds	Participation of students, teachers, community in event	Ongoing	1, 3, 8, 10, 11
Identify minority adult males to serve as participants in male panel discussion	Minority/Gender Achievement Implementation Team	Sept. (Annually)	Individuals to serve on panels	Secured panel members	Ongoing	1, 6, 8, 11
Identify at risk male and female students who are achieving at high standards to serve as participants in panel discussions	M/GA Implementation Team Guidance Counselors Teachers Pupil Personnel Worker	Aug. - June Twice yearly (Annually)	Students to serve on panel	Panel participants secured	Ongoing	1, 6, 8, 11
Conduct panel discussions with minority adult males and at risk male and female students	Minority/Gender Achievement Implementation Team members Speakers	Once in first semester and once in second semester	Panel Members	Attendance at panel discussions	Ongoing	1, 6, 8, 11
Secure a minimum of one successful, motivating minority speakers to address selected students at monthly assemblies throughout the school year	Minority/Gender Achievement Implementation Team members	Aug. – June (Annually)	Personnel	Completed presentations at assemblies	Ongoing	1, 3, 8, 10, 11
Conduct the LAMP mentoring program for selected students	Guidance Counselors Pupil Personnel Worker LAMP Mentors	Sept. – May (Annually)	Personnel Time Selected Students	Mentors’ meetings documented regularly with mentees	Ongoing	1, 3, 6, 11

Conduct PHS Mentoring Program for at-risk minority students (4 th and 5 th graders)	Minority Achievement Implementation Team Pupil Personnel Worker	Sept. – May (Annually)	Personnel Time Selected PHS Students	Mentors' meetings documented regularly with mentees	Ongoing	1, 3, 6, 10, 11
Activity//Action Steps	Person(s)//Group(s) Responsible	Timeline for Completion	Resources Needed	Evaluation// Indicators of Success	Status of Progress	Standards
Research strategies and best practices to meet the needs of minority students and to increase the achievement of under achieving students (ie. Paul Slocumb, Ruby Payne, Gary Reglin, Terry Neu, Richard Whitmire, Rod Paige)	Minority/Gender Achievement Implementation Team Instructional Team	Aug. – June (Annually)	Research information	Strategies distributed	Ongoing	3, 4
Distribute suggested articles and activities to classroom teachers on instructional best practices	Minority/Gender Achievement Implementation Team Chair Instructional Team	Aug. – June (Annually)	Materials for distribution	Demonstrated use of strategies and information through classroom observations	Ongoing	1, 3, 4
Provide staff development to all staff members in strategies to understand the problems of poverty and to eliminate academic achievement gaps	WCPS Coordinator of Multi-Cultural Education and Staff Development Various Presenters	Aug. – June (Annually)	Presenters	Completed staff development sessions	Ongoing	1, 3, 6, 8, 9, 10
Continue to make every effort to attract, recruit, and employ minority teachers, especially males, who reflect the diversity of our school	Building Administrators WCPS Human Resources Dept.	Aug. – July (Annually)	Personnel	Hired minority staff	Ongoing	1, 2, 3, 4, 6, 8
Identify staff members to serve on WCPS Minority Student Achievement Advisory Committee	Principal M/GA Implementation Team Selected staff	Aug. – June (Annually)	Personnel	Attendance at committee meetings	Ongoing	1, 3

Highlight achievements of famous Minorities on morning announcements bi-weekly	M/GA Implementation Team	Aug. – June (Annually)	Written announcement	Completed announcements	Ongoing	1, 3, 11
Activity//Action Steps	Person(s)//Group(s) Responsible	Timeline for Completion	Resources Needed	Evaluation// Indicators of Success	Status of Progress	Standards
Host a school wide pep rally prior to MSA administration	Team Leaders Instructional Team Teachers Staff	March (Annually)	Entertainment	Completed event	Ongoing	1, 3, 11
Provide training (PowerSchool training and Parent Workshops) to parents in monitoring, assisting, and interacting with their students about classwork/homework/preparing for assessments	Guidance Secretary Family & School Connection Facilitator Instructional Team	Aug. 2010 – June 2011	Training materials	Attendance at training sessions/Parent Workshops		1, 3, 9
Long Range Goals						
Activities//Action Steps	Person(s)//Group(s) Responsible	Timeline for Completion	Resources Needed	Evaluation// Indicators of Success	Status of Progress	Standards
Display current community and church activities on hallway bulletin board in school	M/GA Implementation Team Members Parent/Community Involvement Team Minister's Gatherings Coordinator	2011 - 2012	Information to post	Bulletin board displayed and current information posted		1, 3, 6, 12
Plan one college awareness field trip for each grade level	Team Leaders	2011 - 2012	Field Trip paperwork	Completion of trip		1, 3, 8, 10, 11

Infuse “student friendly” Multicultural Education in weekly Character /Guidance lessons	Guidance Counselors	2011 - 2012	Planned lessons	Completed lessons		1, 3, 11
Activities//Action Steps	Person(s)//Group(s) Responsible	Timeline for Completion	Resources Needed	Evaluation// Indicators of Success	Status of Progress	Standards
Assign to all high risk minority males a mentor/advocate from the local community to work through academic and disciplinary problems and provide college and career guidance	M/GA Implementation Team Pupil Service Worker	2013 - 2014	Mentors/ Advocates	List of matched mentees and mentors Documented meeting sessions		1, 3, 6, 8, 10, 11
Attain 100% of Pocomoke Middle School teachers attend WCPS Multicultural Awareness course offerings (<i>Education That Is Multicultural</i>)	WCPS Coordinator of Multi-Cultural Education and Staff Development Teachers	2015 - 2016	Course offering schedule	Goal reached		1, 3, 6, 8, 9, 10
Draft a plan for exiting minority males from Special Education	M/GA Implementation Team members Administration Curriculum Planner Special Education Teachers	2016 – 2017	Research information to base draft plan on	Decrease in minority males receiving Special Education services		1, 3, 6, 8, 9, 10

