



2012 - 2013 Local School Plan For Improvement

LSPI Objectives

JONES MIDDLE SCHOOL

Richard P Holland, *Principal*

Nancy Martin, *Area Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

2012-2013 Long Term Goals and Objectives

Goal: Jones' teachers will learn effective reading and writing strategies to help students read their content for meaning and write to demonstrate their understanding.

Objective: Jones Middle School will increase reading, writing, and math proficiency for all students.

JONES MIDDLE SCHOOL

LSPI Continued

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Schools Goals - JONES MIDDLE SCHOOL

Goal Title	Goal	Start School Year	End School Year
Jones' students will demonstrate excellence in academic performance.	Glenn C. Jones students will compare favorably to similar schools in the Top 25 performing school systems in the United States, and achieve "Top 5" ranking compared to other GPCS schools on all assessments. Additionally, our students will demonstrate continuous academic improvement and compare favorably to benchmark schools (schools with higher SES/lower FRL percentages than Jones)	2010-11	2014-15
Jones' students will demonstrate excellent citizenship and leadership.	Glenn C. Jones Middle School students will demonstrate a high level of citizenship and leadership resulting in marked improvement in student achievement and student experiences. We provide our students with numerous opportunities to demonstrate leadership and ownership of their school: Peer Leaders, Student Ambassadors, Peer Tutors, Student Council, Jr. Beta Club, Morning News Announcements, Basketball/Cheerleading/Step Team, Student Leadership Academy, Principals' Student Leadership Council, Student Request Procedure Council, and Student Mentors. Additionally, our students will have the opportunity to request changes to school practices through our unique "Student Request Procedure," designed to provide students with a mechanism for thoughtfully making changes at Jones. As student leadership rises, our students' sense of efficacy increases, resulting in greater ownership of our results and culture.	2010-11	2014-15
Jones' teachers will collaborate effectively.	Collaborative planning is the foundation for improved teacher performance. During collaborative planning meetings, our teachers will study their students' formative and summative assessment results to plan instruction that capitalizes on their strengths and improves their weaknesses. Collaborative planning also allows teachers to learn, and then plan to employ effective teaching strategies. Quality common assessments are also developed during collaborative planning time. As teacher performance improves, student performance will improve. The goal of collaborative planning is to improve our students' results and performance.	2010-11	2014-15

JONES MIDDLE SCHOOL

LSPI Continued

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Goal Title	Goal	Start School Year	End School Year
Jones' teachers will plan and employ reading and writing strategies in all classes.	Jones' teachers will learn effective reading and writing strategies to help students read their content for meaning and write to demonstrate their understanding.	2010-11	2014-15

Annual Objective

Jones Middle School will increase reading, writing, and math proficiency for all students.

Associated Goals

Goal: Jones' teachers will plan and employ reading and writing strategies in all classes.

Implementation Design

Cluster Literacy and Math Vertical Teams

Jones MS teachers will lead the Mill Creek Cluster Literacy Vertical Team. Conversations will focus on literacy instruction and the Common Core Standards. Moreover, Literacy Team participants will talk about the spiraled literacy instruction in the cluster and how we prioritize the teaching of reading and writing. The cluster Math Vertical Team will engage in discussions about rigor and acceleration and will also discuss the Common Core State Standards.

JONES MIDDLE SCHOOL

LSPI Continued

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Collaborative Instructional Design Discussions in Math

Math Teachers will meet during curriculum meetings to review and reflect on student work samples from classroom activities and assessments. During these collaborative discussions teachers will focus on how to improve the level of real world problem solving, and application of conceptual understanding through either written or oral expressions as demonstrated in the student work samples.

SD: 2012/2013 Math and Science Staff Development Training

Year-long training (10 hours total) that provides teachers with a focus on support of newly aligned AKS content and quality instructional practice in Math, and infusion of Technology, Inquiry, Differentiation, and Engagement (T.I.D.E.) in Science instruction to improve technical literacy, problem-solving skills, and student achievement.

Common Curriculum and Assessment

Curriculum teachers will meet for two days in the summer to collaboratively plan lessons and assessments that more closely align with Common Core State Standards. Science, Social Studies, and Language Arts teachers will focus on lessons that require students to make evidence-based claims. They will also collaborate to incorporate nonfiction written at varying levels of complexity. Math teachers will focus on number sense and problem-solving. Teachers will continue collaborating at weekly curriculum meetings. Throughout the year, teachers will look at CCSS/PARCC prototype questions and will incorporate those types of questions on their common assessments. Teachers will look closely at common assessment data and will plan extensions and interventions based on that data.

SD: Collaborative Curriculum Planning

Teachers in all Language Arts, Science, Math, and Social Studies will meet each week to design lesson plans, develop assessments, and to analyze student data on common assessments.

Cross Curricular Writing

Language Arts, Science, Social Studies teachers will collaborate to develop cross curricular writing prompts. Social Studies and Science teachers will develop prompts in collaboration with Language Arts teachers. Social Studies and Science teachers will guide students in supporting ideas with specific evidence. Language Arts teachers will work with students on the development of the writing piece(s). Social Studies, Science, and Language Arts teachers will score collaboratively.

SD: Building Literacy in Social Studies

This course is designed to incorporate literacy skills into social studies content. Lessons and resources that support the Q-Plus strategies and AKS will be given.

JONES MIDDLE SCHOOL

LSPI Continued

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Document Based Writing in Science

Science teachers in 6th, 7th, and 8th grade are using document based writing in their classrooms, from various text sources (Popular Science magazine, Youtube videos, online articles, non-fiction selections, science textbook, etc.), to model how to use facts and ideas from the different text to support and draw plausible conclusions.

SD: Modeling Effective Document Based Writing

Jones Middle School will employ an expert on document based writing for a preplanned staff development day for all science teachers.

Emphasis on Reading and Writing in the Content Areas

Science and Social Studies teachers will focus on the teaching of reading and writing in Science and

SD: Do I Really Have to Teach Reading? (Year 2)

During the second year of our study of the book Do I Really Have to Teach Reading, our staff will focus on the implementation of Tovani's strategies. Each month, curriculum areas will focus on utilizing a Tovani strategy and will discuss the impact of the strategy on students' understanding of content.

SD: Peer Coaching- Critical Reading Skills

Peer coaching participants will read a series of articles related to the teaching of critical reading in the content areas. Participants will collaborate with our Media Specialist to develop lessons that utilize high yield strategies for teaching reading. Participants will engage in peer observations and reflections. Participants will also share student achievement data throughout the process.

Focus on Text Complexity in Text Sets

Language Arts, Science, and Social Studies teachers will work in collaboration with the Jones Media Specialist to develop text sets for specific units of study. Utilizing text sets, teachers will expect students to read and comprehend complex texts. Students will be expected to analyze the texts and to make evidence-based claims using these text sets.

SD: Pathways to the Common Core Book Study

Teacher leaders will read and discuss Lucy Calkins' book Pathways to the Common Core. Moreover, we will model text complexity by providing complementary texts written at varying levels of difficulty and accessibility to ensure that they are able to understand the critical concepts. We will collaborate to generate questions we have about the Common Core State Standards and to share our learning about the CCSS. Teacher leaders will use this information to guide discussion in curriculum meetings.

JONES MIDDLE SCHOOL

LSPi Continued

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Implementation of WritetoLearn in Science, ELL and Special Education Classrooms

Science, ELL, and Special Education teachers will utilize the WritetoLearn tool in their classrooms as a way to provide immediate feedback to students about their writing. With this tool, students will practice writing summaries based on their reading and to respond to writing prompts.

PROWL Learning Time/Sustained Silent Reading

All of our students will receive 30 minutes of extended learning time each day. During this time, reteaching and retesting will occur for students who require that intervention. Teachers will also use this time to extend and enrich the curriculum. The schedule also allows for additional opportunities for Sustained Silent Reading both schoolwide and in individual classrooms.

Reading for Understanding and Document Based Writing in Connections

Connection teachers in 6th, 7th, and 8th grade are using content specific text (journals and magazines, Youtube videos, online articles, non-fiction selections, textbooks, etc.) to help students read for understanding and use facts and ideas to provide written analysis and conclusions.

Student Writing Scored by the GA Center for Assessment

In the Fall and Spring, all sixth, seventh, and eighth grade students will participate in a mock writing test, which will be scored by the GA Center for Assessment. Once the feedback has been received in the Fall, teachers will conference with students about the results and will work with individual students to establish goals for improvement in writing.