



# 2010-2011 Local School Plan For Improvement

## LSPI Objectives

December 2010

## LANIER MIDDLE

Jaime A Espinosa, *Principal*

Dr. John Green, *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.

### 2010-2011 Long Term Goals and Objectives

**Goal:** Lanier Middle School students will increase academic performance in all content areas to exceed Adequate Yearly Progress and to be prepared to meet the challenges of high school and beyond.

**Objective:** Lanier Middle School will increase academic performance in math for all students, focusing on all subgroups, to meet or exceed annual targets through collaborative planning with subject area teachers for targeted interventions, critical thinking, computation and problem-solving strategies, writing in the content area strategies, and vocabulary development.

**Objective:** Lanier Middle School will increase academic performance in science for all students, focusing on all major subgroups, to meet or exceed annual targets through collaborative planning with subject area teachers for targeted interventions, increased inclusion in general education classrooms, critical thinking and problem solving strategies, writing in the content area strategies, and vocabulary development.

**Objective:** Lanier Middle School will increase academic performance in literacy (reading, language arts, and writing) for all students, focusing on subgroups, to meet or exceed annual targets through collaborative planning with subject area teachers for targeted interventions, an extended learning time, critical thinking and problem solving strategies, and writing in the content area focus.

# LANIER MIDDLE

## LSPI Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### 2010-2011 Long Term Goals and Objectives

**Objective:** Lanier Middle School will increase academic performance in social studies for all students, focusing on all major subgroups, to meet or exceed annual targets through collaborative planning with subject area teachers for targeted interventions, critical thinking and problem solving strategies, writing in the content area strategies, and vocabulary development.

**Goal:** No goal associated with this objective

**Objective:** Lanier Middle School will increase the attendance rate of all subgroups in all grades to meet or exceed annual targets through continued implementation of the local school incentive program, teachers as advisor program, and teacher/counselor/administrative protocol for student absentee issues.

# LANIER MIDDLE

## LSPI Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Schools Goals - LANIER MIDDLE

Goal Title	Goal	Start School Year	End School Year
All Students Will Succeed	Lanier Middle School students will increase academic performance in all content areas to exceed Adequate Yearly Progress and to be prepared to meet the challenges of high school and beyond.	2010-11	2011-12

### Annual Objective

Lanier Middle School will increase academic performance in math for all students, focusing on all subgroups, to meet or exceed annual targets through collaborative planning with subject area teachers for targeted interventions, critical thinking, computation and problem-solving strategies, writing in the content area strategies, and vocabulary development.

### Associated Goals

**Goal:** All Students Will Succeed

### Implementation Design

#### Global Achievement

Tony Wagner's seven survival skills, as outlined in The Global Achievement Gap, will serve as a focus for teachers as they examine how each skill can be incorporated into their instructional practices. These research based skills are essential for all of today's learners if they are to be successful in school and beyond.

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### **SD: Global Achievement**

The Global Achievement staff development sessions will focus on Tony Wagner's seven survival skills. Teachers will work in small learning groups to examine each of the seven skills and share how these skills can be implemented as part of their instructional tool box.

Teachers will participate in Learning Walks to observe their colleagues in action. During the Learning Walks, teachers will be looking for examples of seven survival skills.

They will also spend time debriefing with their Global Achievement Learning Group about their observations, insights, questions, etc.

### **iPASS**

Lanier Middle School will utilize iPASS as an instructional tool to increase computation and problem-solving skills for all students. In addition, iPASS will be used with Tier II and Tier III math RTI students and SWD students as a targeted intervention. Students will participate during the regular school day as well as after school and during Saturday Academic School.

# LANIER MIDDLE

## LSPI Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Improving Math Instruction

Science teachers will improve results through collaborative planning, engaging instructional practices, evaluation of student work, peer observations/debriefings, results driven assessments, and ownership of all students.

#### SD: AFTER SCHOOL MATH STAFF DEVELOPMENT - MIDDLE SCHOOL

This course is designed to provide staff development sessions 5 times throughout the year. The sessions are imbedded with the Quality-Plus teaching strategies and aligned with the mathematics instructional calendars. The courses available are: • 6th Standard • 6th Accelerated • 7th Standard • 7th Accelerated • 8th Standard • 8th Accelerated All teachers are encouraged to attend. This includes, veteran, new, ELL, special education, and gifted. A follow-up session will be provided through Elluminate. Additional follow-up after each session should be provided at the local school.

#### SD: Curriculum Collaboration

Teachers will collaborate to focus on content area achievement by utilizing common/interim assessments, evaluation of student work, peer observations/debriefings, data analysis, and goal setting/monitoring during grade level curriculum meetings this year.

#### SD: Dan Mulligan

Dan Mulligan will work with Lanier High School and Lanier Middle School math teachers on March 14, 2011 to learn instructional strategies designed to improve student engagement and achievement.

#### SD: MATH INSTITUTE - MIDDLE SCHOOL

The Math Institute provides effective professional learning through modeling by “master” teachers, peer coaching, and debriefing discussions. Following the summer workshop, ongoing mentoring by the cluster leaders and implementing of best practices should be evident.

#### SD: ONLINE TUTORIALS TO IMPROVE VERTICAL ALIGNMENT - MIDDLE SCHOOL

This course is designed to provide teachers an opportunity to understand the vertical alignment in mathematics from 5th to 9th grades. Teachers could earn 1 PLU for going through the online tutorials that are provided free of charge to teachers through Online Campus. This self-paced course should conclude with vertical conversations at the local school to improve teaching and learning of Mathematics. Teachers will be required to go through the tutorials one grade level below the grade they are teaching and one grade level above the grade they are teaching.

#### SD: Singapore Math

Lanier Middle School math teachers will participate in a workshop designed to illustrate Singapore Math - a model-drawing strategy used to develop visual models to represent word problems.

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### **SD: Vertical Math Team**

Lanier Middle School Math Teachers will meet six times this school year to work vertically so as to share instructional strategies, build math vocabulary, develop common research practices, and analyze student work and assessment results.

### **Lanier Technology**

Beginning in 2012, "Tech Literacy" will be added to our Nation's Report Card. This means student proficiency in the application of technology will be measured for the first time. It isn't just layering technology over traditional core competencies, though. It's about totally integrating the two for success in an increasingly competitive world.

In preparation for the coming technology assessment, educational leaders are seeing heightened pressure to provide hard data on how well their students are progressing, how effective their teachers are, and how technology instruction is helping students solve real-world problems.

### **SD: 21st Century Learner**

21st Century Learner professional development sessions will take activities and lessons teachers are currently using and add interactive technology where appropriate. Teachers will actively seek/develop new resources .

### **SD: Lanier Technology**

During technology staff development classes, the aim will be to learn a variety of strategies that can be integrated in daily lessons and activities. There will be 5 technology sessions offered this year covering a variety of topics. Teachers are expected to participate in at least two.

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Leading Through Literacy

Students will write in all curriculum areas during our Extended Learning period. Each nine weeks, students will rotate through their academic teachers to produce a short, content specific writing for each subject. The writing prompt for these writings will be designed by each curriculum area. Teachers will score the writing piece using the GA writing rubric.

Teachers will create opportunities for students to write about their learning through open ended questions, performance based assessments, math exemplars, etc.

#### SD: SUMMER LITERACY INSTITUTE

An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

#### SD: VISION 2016, PHASE 1, COHORT 2

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

#### SD: VISION 2016, PHASE 2

Monthly sessions to sustain and extend the learning of our balanced literacy framework acquired in Phase 1 (Cohorts 1 and 2) and the workshop models analyzed in the Summer Literacy Institute. All participants from Vision Phase 1 and the Summer Literacy Institute are strongly encouraged to attend Phase 2.

#### SD: Writing Across the Curriculum

Lanier Middle School participated in a variety of training sessions presented by the Georgia Center for Assessment on writing. Teachers will receive follow-up training on the 4 domains of the 8th grade writing test rubric and how to score writing assessments in their content areas. Staff development on writing assessment design, specific writing strategies, and scoring will be integrated into monthly literacy meetings to determine the writing skills most applicable to each content area.

### Annual Objective

Lanier Middle School will increase academic performance in science for all students, focusing on all major subgroups, to meet or exceed annual targets through collaborative planning with subject area teachers for targeted interventions, increased inclusion in general education classrooms, critical thinking and problem solving strategies, writing in the content area strategies, and vocabulary development.

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Associated Goals

**Goal:** All Students Will Succeed

### Implementation Design

#### Global Achievement

Tony Wagner's seven survival skills, as outlined in The Global Achievement Gap, will serve as a focus for teachers as they examine how each can be incorporated into their instructional practices. These research based skills are essential for all of today's learners if they are to be successful in school and beyond.

#### **SD:** Global Achievement

The Global Achievement staff development sessions will focus on Tony Wagner's seven survival skills. Teachers will work in small learning groups to examine each of the seven skills and share how these skills can be implemented as part of their instructional tool box.

Teachers will participate in Learning Walks to observe their colleagues in action. During the Learning Walks, teachers will be looking for examples of seven survival skills:

They will also spend time debriefing with their Global Achievement Learning Group about their observations, insights, questions, etc.

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Improving Science Instruction

Science teachers will improve results through collaborative planning, engaging instructional practices, evaluation of student work, peer observations/debriefings, results driven assessments, and ownership of all students.

#### SD: CLUSTER VERTICAL SCIENCE SUPPORT

The Science Instructional Coach is available to provide guidance to Assistant Principals, Department Chairs, and/or Teacher Leaders who are facilitating Vertical Science Teams in their cluster. Areas of support include, but are not limited to the following areas: analysis of the K-12 science curriculum, developing clarity for the depth and breadth of content responsibility at each grade level in science, and developing high performing grade level collaborative teams. In addition, the Science Instructional Coach will provide cluster representatives with recommendations for exploring and creating common elements of science instruction that can be implemented at every grade level (i.e. lab report format, vocabulary, robotics, science fair, etc.); focusing directly on improving student achievement in science.

#### SD: Curriculum Collaboration

Teachers will collaborate to focus on content area achievement by utilizing common/interim assessments, evaluation of student work, peer observations/debriefings, data analysis, and goal setting/monitoring during grade level curriculum meetings this year.

#### SD: LANIER CLUSTER SCIENCE VERTICAL TEAM

Science teachers PK-12 from the Lanier Cluster will participate in professional learning designed to increase their knowledge and skills on document based writing and depth of knowledge through vertical alignment of content, observations and the use of technology to link participants. Participants are expected to apply this increased knowledge and skill base to their instructional practice.

#### SD: MS SCIENCE STAFF DEVELOPMENT

After-school sessions have the primary goal of improving student achievement in science by connecting the AKS with the expected performance-based student outcomes at each grade level. The Grades 6-8 sessions are offered by grade level and are in time with the corresponding instructional calendar. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, essential vocabulary, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for middle school teachers.

# LANIER MIDDLE

## LSPI Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### **SD: Vertical Science Team**

Lanier Middle School Science Teachers will meet six times this school year to work vertically so as to share instructional strategies, build science vocabulary, develop common research practices, and analyze student work and assessment results.

### **Lanier Technology**

Beginning in 2012, "Tech Literacy" will be added to our Nation's Report Card. This means student proficiency in the application of technology will be measured for the first time. It isn't just layering technology over traditional core competencies, though. It's about totally integrating the two for success in an increasingly competitive world.

In preparation for the coming technology assessment, educational leaders are seeing heightened pressure to provide hard data on how well their students are progressing, how effective their teachers are, and how technology instruction is helping students solve real-world problems.

### **SD: 21st Century Learner**

21st Century Learner professional development sessions will take activities and lessons teachers are currently using and add interactive technology where appropriate. Teachers will actively seek/develop new resources .

### **SD: Lanier Technology**

During technology staff development classes, the aim will be to learn a variety of strategies that can be integrated in daily lessons and activities. There will be 5 technology sessions offered this year covering a variety of topics. Teachers are expected to participate in at least two.

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Leading Through Literacy

Students will write in all curriculum areas during our Extended Learning period. Each nine weeks, students will rotate through their academic teachers to produce a short, content specific writing for each subject. The writing prompt for these writings will be designed by each curriculum area. Teachers will score the writing piece using the GA writing rubric.

Teachers will create opportunities for students to write about their learning through open ended questions, performance based assessments, math exemplars, etc.

#### SD: SUMMER LITERACY INSTITUTE

An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

#### SD: VISION 2016, PHASE 1, COHORT 2

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

#### SD: VISION 2016, PHASE 2

Monthly sessions to sustain and extend the learning of our balanced literacy framework acquired in Phase 1 (Cohorts 1 and 2) and the workshop models analyzed in the Summer Literacy Institute. All participants from Vision Phase 1 and the Summer Literacy Institute are strongly encouraged to attend Phase 2.

#### SD: Writing Across the Curriculum

Lanier Middle School participated in a variety of training sessions presented by the Georgia Center for Assessment on writing. Teachers will receive follow-up training on the 4 domains of the 8th grade writing test rubric and how to score writing assessments in their content areas. Staff development on writing assessment design, specific writing strategies, and scoring will be integrated into monthly literacy meetings to determine the writing skills most applicable to each content area.

### Annual Objective

Lanier Middle School will increase academic performance in literacy (reading, language arts, and writing) for all students, focusing on subgroups, to meet or exceed annual targets through collaborative planning with subject area teachers for targeted interventions, an extended learning time, critical thinking and problem solving strategies, and writing in the content area focus.

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Associated Goals

**Goal:** All Students Will Succeed

### Implementation Design

#### Global Achievement

Tony Wagner's seven survival skills, as outlined in The Global Achievement Gap, will serve as a focus for teachers as they examine how each can be incorporated into their instructional practices. These research based skills are essential for all of today's learners if they are to be successful in school and beyond.

##### **SD:** Global Achievement

The Global Achievement staff development sessions will focus on Tony Wagner's seven survival skills. Teachers will work in small learning groups to examine each of the seven skills and share how these skills can be implemented as part of their instructional tool box.

Teachers will participate in Learning Walks to observe their colleagues in action. During the Learning Walks, teachers will be looking for examples of seven survival skills:

They will also spend time debriefing with their Global Achievement Learning Group about their observations, insights, questions, etc.

#### Improving Language Arts Instruction

Social studies teachers will improve results through collaborative planning, engaging instructional practices, evaluation of student work, peer observations/debriefings, results driven assessments, and ownership of all students.

##### **SD:** Curriculum Collaboration

Teachers will collaborate to focus on content area achievement by utilizing common/interim assessments, evaluation of student work, peer observations/debriefings, data analysis, and goal setting/monitoring during grade level curriculum meetings this year.

##### **SD:** Vertical Language Arts Team

Lanier Middle School Language Arts Teachers will meet six times this school year to work vertically so as to share instructional strategies, build vocabulary, develop common grammar and writing practices, develop reading strategies, and analyze student work and assessment data.

# LANIER MIDDLE

## LSPI Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### **Lanier Technology**

Beginning in 2012, "Tech Literacy" will be added to our Nation's Report Card. This means student proficiency in the application of technology will be measured for the first time. It isn't just layering technology over traditional core competencies, though. It's about totally integrating the two for success in an increasingly competitive world.

In preparation for the coming technology assessment, educational leaders are seeing heightened pressure to provide hard data on how well their students are progressing, how effective their teachers are, and how technology instruction is helping students solve real-world problems.

#### **SD: 21st Century Learner**

21st Century Learner professional development sessions will take activities and lessons teachers are currently using and add interactive technology where appropriate. Teachers will actively seek/develop new resources .

#### **SD: Lanier Technology**

During technology staff development classes, the aim will be to learn a variety of strategies that can be integrated in daily lessons and activities. There will be 5 technology sessions offered this year covering a variety of topics. Teachers are expected to participate in at least two.

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Leading Through Literacy

All teachers will participate in staff development designed to improve their literacy based instructional practices and increase student achievement in reading and writing.

Teachers are expected to utilize these literacy based strategies and practices with their students through Extended Learning activities and formative assessments.

#### SD: SUMMER LITERACY INSTITUTE

An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

#### SD: VISION 2016, PHASE 1, COHORT 2

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

#### SD: VISION 2016, PHASE 2

Monthly sessions to sustain and extend the learning of our balanced literacy framework acquired in Phase 1 (Cohorts 1 and 2) and the workshop models analyzed in the Summer Literacy Institute. All participants from Vision Phase 1 and the Summer Literacy Institute are strongly encouraged to attend Phase 2.

#### SD: Writing Across the Curriculum

Lanier Middle School participated in a variety of training sessions presented by the Georgia Center for Assessment on writing. Teachers will receive follow-up training on the 4 domains of the 8th grade writing test rubric and how to score writing assessments in their content areas. Staff development on writing assessment design, specific writing strategies, and scoring will be integrated into monthly literacy meetings to determine the writing skills most applicable to each content area.

### Annual Objective

Lanier Middle School will increase academic performance in social studies for all students, focusing on all major subgroups, to meet or exceed annual targets through collaborative planning with subject area teachers for targeted interventions, critical thinking and problem solving strategies, writing in the content area strategies, and vocabulary development.

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Associated Goals

**Goal:** All Students Will Succeed

### Implementation Design

#### Global Achievement

Tony Wagner's seven survival skills, as outlined in The Global Achievement Gap, will serve as a focus for teachers as they examine how each can be incorporated into their instructional practices. These research based skills are essential for all of today's learners if they are to be successful in school and beyond.

#### **SD:** Global Achievement

The Global Achievement staff development sessions will focus on Tony Wagner's seven survival skills. Teachers will work in small learning groups to examine each of the seven skills and share how these skills can be implemented as part of their instructional tool box.

Teachers will participate in Learning Walks to observe their colleagues in action. During the Learning Walks, teachers will be looking for examples of seven survival skills:

They will also spend time debriefing with their Global Achievement Learning Group about their observations, insights, questions, etc.

# LANIER MIDDLE

## LSPI Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Improving Social Studies Instruction

Social studies teachers will improve results through collaborative planning, engaging instructional practices, evaluation of student work, peer observations/debriefings, results driven assessments, and ownership of all students.

#### **SD: "ARE YOU A LECTURE-HOLIC?" A 12 STEP-RECOVERY (MS)**

This workshop will discuss research-based concepts on why the traditional mode of delivering content in the social studies classroom does not typically lead to high student achievement and success. Participants will be provided with hands-on strategies and activities that will deliver content in ways to promote active engagement in the lecture. Participants will take a look at a "sample lecture notes" and construct ways to improve the delivery of the content.

#### **SD: CONCEPTUAL TEACHING: TEACHING BEYOND THE FACTS FOR MIDDLE SCHOOL SOCIAL STUDIES**

This course is designed to assist teachers in using the Quality-Plus Teaching Strategies to assist their students to be able to demonstrate greater retention of the social studies AKS. Teachers will learn how to design and teach for deeper understanding and the transfer of knowledge through our concept-based social studies curriculum.

#### **SD: Curriculum Collaboration**

Teachers will collaborate to focus on content area achievement by utilizing common/interim assessments, evaluation of student work, peer observations/debriefings, data analysis, and goal setting/monitoring during grade level curriculum meetings this year.

#### **SD: USING DOK AND QPLUS STRATEGIES IN THE MIDDLE SCHOOL SOCIAL STUDIES CLASSROOM**

This interactive session will provide teachers with lessons and activities that incorporate the QPTS to the AKS and Instructional Calendar.

#### **SD: Vertical Social Studies Team**

Lanier Middle School Social Studies Teachers will meet six times this school year to work vertically so as to share instructional strategies, build social studies vocabulary, develop common research practices, and analyze student work and assessment data.

# LANIER MIDDLE

## LSPI Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### **Lanier Technology**

Beginning in 2012, "Tech Literacy" will be added to our Nation's Report Card. This means student proficiency in the application of technology will be measured for the first time. It isn't just layering technology over traditional core competencies, though. It's about totally integrating the two for success in an increasingly competitive world.

In preparation for the coming technology assessment, educational leaders are seeing heightened pressure to provide hard data on how well their students are progressing, how effective their teachers are, and how technology instruction is helping students solve real-world problems.

#### **SD: 21st Century Learner**

21st Century Learner professional development sessions will take activities and lessons teachers are currently using and add interactive technology where appropriate. Teachers will actively seek/develop new resources .

#### **SD: Lanier Technology**

During technology staff development classes, the aim will be to learn a variety of strategies that can be integrated in daily lessons and activities. There will be 5 technology sessions offered this year covering a variety of topics. Teachers are expected to participate in at least two.

# LANIER MIDDLE

## LSPI Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

### Leading Through Literacy

Students will write in all curriculum areas during our Extended Learning period. Each nine weeks, students will rotate through their academic teachers to produce a short, content specific writing for each subject. The writing prompt for these writings will be designed by each curriculum area. Teachers will score the writing piece using the GA writing rubric.

Teachers will create opportunities for students to write about their learning through open ended questions, performance based assessments, math exemplars, etc.

#### SD: SUMMER LITERACY INSTITUTE

An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

#### SD: VISION 2016, PHASE 1, COHORT 2

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

#### SD: VISION 2016, PHASE 2

Monthly sessions to sustain and extend the learning of our balanced literacy framework acquired in Phase 1 (Cohorts 1 and 2) and the workshop models analyzed in the Summer Literacy Institute. All participants from Vision Phase 1 and the Summer Literacy Institute are strongly encouraged to attend Phase 2.

#### SD: Writing Across the Curriculum

Lanier Middle School participated in a variety of training sessions presented by the Georgia Center for Assessment on writing. Teachers will receive follow-up training on the 4 domains of the 8th grade writing test rubric and how to score writing assessments in their content areas. Staff development on writing assessment design, specific writing strategies, and scoring will be integrated into monthly literacy meetings to determine the writing skills most applicable to each content area.

#### SD: WRITING IN THE MIDDLE SCHOOL SS CLASSROOM

The course is designed to assist middle school social studies teachers incorporate writing prompts into their units, develop writing prompts, and use graphic organizers to develop writing activities in their classrooms.

### Annual Objective

Lanier Middle School will increase the attendance rate of all subgroups in all grades to meet or exceed annual targets through continued implementation of the local

# LANIER MIDDLE

## LSPi Continued

Jaime A Espinosa, *Principal*

Dr. John Green, *Area Superintendent*

school incentive program, teachers as advisor program, and teacher/counselor/administrative protocol for student absentee issues.

### Associated Goals

**Goal:** No goal associated with this objective

### Implementation Design

#### Attendance Through Advisement

Teachers will work with their Advisement (Student-Teacher-Enhancing-Engaging-Relationships) groups about the importance of school attendance on academic success. There are targeted Advisement lessons specific to attendance.

Students are rewarded quarterly for their regular school attendance through Lanier's STEER program.

#### Protocol for Monitoring Attendance

Classroom teachers will call home on the second consecutive absence and notify the grade level AP and attendance clerk of outcome. Once a five day attendance letter is sent, the counselor will call home to parent.

After the 10 day letter is sent home, the counselor will convene a SARC with teachers, parent, AP, and social worker to design an attendance plan for the student. Counselors will work with student who receive attendance letters.

#### Teachers as Advisors

The Lanier Middle School advisement program fosters meaningful connections between teachers and students and focuses on creating academic gains for each student. Lanier Middle School observes this program on Fridays during extended lunch time where teachers serve as mentors and resources to students. The topics target academic achievement, goal setting, and individual improvement - all of which include the importance of school attendance.