



# 2010-2011 Local School Plan For Improvement

## LSPI Objectives

December 2010

## LILBURN MIDDLE

Gene E Taylor, *Principal*

Calvin Watts, *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:** All students at Lilburn Middle School will develop writing skills so that they transition to high school knowing how to learn and effectively demonstrate their knowledge through writing.

**Objective:** All 8th grade students will pass the Eighth Grade Writing Gateway, which is required for promotion, with an increase by at least 5% over 2009-2010 scores in the percentage of students Exceeding State expectations through the implementation of a Writing Connections program, expanding the Extended Learning Time program to include writing, teacher participation in professional development in teaching the writing process and applying the state writing rubric.

# LILBURN MIDDLE

## LSPI Continued

Gene E Taylor, *Principal*

Calvin Watts, *Area Superintendent*

### 2010-2011 Long Term Goals and Objectives

**Goal:** All students at Lilburn Middle School will increase academic performance in all content areas to meet or exceed Adequate Yearly Progress, while advancing educational excellence and Results Based Evaluation System performance targets for all students and subgroups.

**Objective:** Lilburn Middle School will increase academic performance in Mathematics and Reading/Language Arts for students in all subgroups to meet and/or exceed annual AYP performance targets through professional training in Depths of Knowledge question writing, Common Assessment development and usage, collaborative planning among teachers, including ESOL and Special Education teachers, and increased learning time allotted to Reading/Language Arts and Mathematics.

**Objective:** Lilburn Middle School will increase academic performance in Mathematics, Reading/Language Arts and Science for students in all subgroups to meet and/or exceed annual IE2 targets through increased student access to an accelerated curriculum in Science, Mathematics, and Reading, teacher participation in professional development for teaching Accelerated Math and Science, and the increased number of students exposed to a gifted curriculum in more content areas.

**Objective:** Lilburn Middle School will increase academic performance by at least 5 percentage points over the 2009-2010 score in Percentile Rank Achieved in Mathematics, Reading and Language Arts on the ITBS for all students to meet and/or exceed annual RBES goals through increased student access to an accelerated curriculum in Mathematics and Reading, the implementation of a Latin Foreign Language program, and expansion of the Extended Learning Time program to include extension programs in Reading and Mathematics. Additionally, all students in the 2010-2011 sixth grade will be provided an Accelerated Math and Science curriculum and all but 5 sections of students in 7th grade will be provided with an Accelerated Math curriculum. Additionally, three teachers have been provided to offer extended learning time in mathematics during Connections.

# LILBURN MIDDLE

## LSPI Continued

Gene E Taylor, *Principal*

Calvin Watts, *Area Superintendent*

### Schools Goals - LILBURN MIDDLE

Goal Title	Goal	Start School Year	End School Year
Learning to Write - Writing to Know - Knowing How to Write to Show What You Know	All students at Lilburn Middle School will develop writing skills so that they transition to high school knowing how to learn and effectively demonstrate their knowledge through writing.	2010-11	2013-14
Meeting or Exceeding Adequate Yearly Progress and Advancing Results Based Evaluation System Performance Targets	All students at Lilburn Middle School will increase academic performance in all content areas to meet or exceed Adequate Yearly Progress, while advancing educational excellence and Results Based Evaluation System performance targets for all students and subgroups.	2010-11	2015-16
Three Years to High School	Students at Lilburn Middle School will transition to high school after three years with the requisite knowledge and academic and social emotional skills to succeed in a high performing culture that includes goal setting, problem solving, and decision making, as well as a rigorous college preparatory curriculum.	2010-11	2015-16

### Annual Objective

Lilburn Middle School will increase academic performance in Mathematics and Reading/Language Arts for students in all subgroups to meet and/or exceed annual AYP performance targets through professional training in Depths of Knowledge question writing, Common Assessment development and usage, collaborative planning among teachers, including ESOL and Special Education teachers, and increased learning time allotted to Reading/Language Arts and Mathematics.

### Associated Goals

**Goal:** Meeting or Exceeding Adequate Yearly Progress and Advancing Results Based Evaluation System Performance Targets

### Implementation Design

# LILBURN MIDDLE

## LSPI Continued

Gene E Taylor, *Principal*

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### **Academic Opportunity**

Teachers will offer students the opportunity to retest, revise, or otherwise improve the quality of a significant assessment (e.g., essay, test, project, or unit web/study guide) on Saturdays. Title I funds will be used to employ teachers in work with students in Mathematics, Science, Social Studies, Reading, and Language Arts to increase their performance in all areas, especially Reading and Mathematics.

### **Increase Rigor for All Students through use of Common Assessments**

Teachers in all core content areas will receive training in DOK question writing and in the Common Assessment writing and implementation process. While this annual objective focuses on AYP performance targets which are presently only Reading/English Language Arts and Mathematics, these target goals are eventually to include Science and Social Studies so teachers in these content areas will also be a focus of professional training. Additionally, students' literacy skills will be built through training in reading and writing across content areas.

#### **SD: DOK and Common Assessment Item Development and Implementation Training**

Teachers in all core content areas will receive training in DOK question writing and in the Common Assessment writing and implementation process. While this annual objective focuses on AYP performance targets which are presently only Reading/English Language Arts and Mathematics, these target goals are eventually to include Science and Social Studies so teachers in these content areas will also be a focus of professional training. Additionally, students' literacy skills will be built through training in reading and writing across content areas.

#### **SD: Quarterly Data Talks Using Local School Common Assessments & Interim Assessments**

On at least a quarterly basis, teachers and administrators will work together to create, implement, and review the use of Common Assessments to increase academic rigor and student achievement.

# LILBURN MIDDLE

## LSPi Continued

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### **Increased Emphasis on Literacy and Numeracy**

Teachers will be provided with District and School Level professional learning opportunities to develop the knowledge and skill necessary for them to provide rigorous instruction and assessment in literacy and numeracy to increase student learning in all areas. A menu of professional learning options will be constructed with teacher input and teachers will select from these options to create their professional learning plan. Most of the professional learning study groups will be facilitated by teacher leaders who stand out in and/or have received training in the areas in which they would be leading professional learning.

#### **SD: MATH INSTITUTE TRAINING**

6th-8th grade and Connections math teachers will voluntarily receive training for two hours each month after school hours in the use of best practices in mathematics. Mathematics pedagogy will be shared and discussed, teachers will apply the strategies in their classrooms, and teachers will then review the implementation of the strategies. This Plan-Do-Check-Act cycle will be continued throughout the year on a monthly basis.

#### **SD: MATH-SCIENCE STAFF DEVELOPMENT**

After-school sessions have the primary goal of improving student achievement in mathematics and science by connecting both the math and science AKS with the expected performance-based student outcomes at each grade level. The K-5 sessions are offered by grade level and are in time with the corresponding instructional calendar. One hour is devoted to mathematics instruction and the second hour is devoted to science instruction. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, essential vocabulary lists, 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 elementary school teachers. The math sessions will model rigorous lessons for upcoming AKS. Each session will focus on a different component of the Balanced Numeracy framework. Session 1 is focused on Informal Assessment, Session 2 on Quality Questioning, Session 3 on Problem Solving, Session 4 on Student Collaboration, and Session 5 on Activating and ...

#### **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 PROCESS TRAINING**

Teachers in all content areas will have students write one polished expository or persuasive essay in the fall semester. Just in-time professional learning will be provided once per month, on average, August - December, that trains teachers on teaching the writing process. The teachers will apply this learning for impact on student learning as measured by increased success on the eighth grade writing test. Achievement will also be measured in gains from a mock 8th grade writing test given to all students during the first two weeks of school and a final mock 8th grade writing test given to all students in December.

# LILBURN MIDDLE

## LSPi Continued

Gene E Taylor, *Principal*

Calvin Watts, *Area Superintendent*

### SD: WRITING RUBRIC TRAINING

All teachers (Language Arts, Math, Science, Social Studies & Connections Teachers) were targeted. 47 teachers actually attended the 12-hour training in August. Using actual LMS students' papers from last semester as anchor papers (that were graded by external graders this past summer), teachers were trained on the application of the state writing rubric for assessing student writing performance. Additionally, teachers swapped papers with a partner to receive a blind review of the grading. If there was a significant discrepancy between the two grader's assessments, a third grader assessed the paper. This training will continue after each of four timed writing papers through the year.

### Increasing Student Engagement through Technology

All Math, Science, Language Arts and Social Studies Teachers will use student response systems and Mimio technology to make their whiteboards interactive through the computer which will increase student involvement in the lesson and thereby increase student learning.

### SD: Professional Learning for Using Student Response Systems and Mimio Technology

Teachers will receive training on the effective use of Student Response Systems and Mimio Technology to increase student involvement in lessons and thereby increase student learning.

### Mustang Math and Reading

Students who have missed class time due to absences and other behavior issues, will be provided tutoring in Math and Reading on Tuesdays, Thursdays, and Saturdays to make up for lost instructional/learning.

### Read180 and System 44

For 42 minutes daily during Connections, two teachers will teach approximately 180 students who have been identified as struggling readers. Additionally, four Self-contained Special Education teachers will apply Read180 and System 44 to provide enriched reading instruction to their students.

### SD: Read180 and System 44 Training

Teachers using Read180 and System 44 will receive on-going, just-in time training from Michelle Largent and Scholastic Representatives.

## Annual Objective

Lilburn Middle School will increase academic performance in Mathematics, Reading/Language Arts and Science for students in all subgroups to meet and/or exceed annual IE2 targets through increased student access to an accelerated curriculum in Science, Mathematics, and Reading, teacher participation in professional development for teaching Accelerated Math and Science, and the increased number of students exposed to a gifted curriculum in more content areas.

# LILBURN MIDDLE

## LSPi Continued

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### Associated Goals

**Goal:** Meeting or Exceeding Adequate Yearly Progress and Advancing Results Based Evaluation System Performance Targets

### Implementation Design

#### **850 AND SKYROCKET READING AND MATH**

Using the 2009-2010 CRCT results, members of the Administration Team identified students to receive Extended Learning Time in Math and Reading and Writing. We are offering “accelerated reading” and “accelerated math” options. 850 Reading and 850 Math are being offered to students with CRCT scores in these areas between 835 and 849, hoping to increase their scores to Level 3. Sky Rocket Reading is being offered to students who have CRCT scores over 900 to support these students in reaching their potential.

#### **SD: EXTENDED LEARNING TIME TRAINING**

Extended Learning Time Mathematics and Reading teachers will be offered monthly training in teaching an accelerated curriculum.

#### **DOK and Common Assessment Item Development and Implementation Training**

Teachers in all core content areas will receive training in DOK question writing and in the Common Assessment writing and implementation process.

#### **SD: COMMON ASSESSMENT ITEM DEVELOPMENT AND IMPLEMENTATION TRAINING**

Teachers in all core content areas will receive training in the Common Assessment writing and implementation process. This will be part of the bi-monthly Collaborative Meeting time for all four core curricula.

#### **SD: DOK TRAINING**

Designed for knowledge acquisition, strategy includes on-the-job practice and timely feedback. Teachers will consistently use selected strategies (change in teacher behavior). Includes documentation that students' knowledge and skills related to the selected strategies have improved (increase in student achievement).

#### **EXTRACURRICULAR CLUBS—ROBOTICS AND READERS' RALLY**

Students are being offered to opportunity to extend their learning in engineering and/or reading through our Robotics and Readers' Rally extracurricular clubs.

# LILBURN MIDDLE

## LSPI Continued

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### Increased Access to Accelerated Science and Mathematics for Increased Rigor for ALL Students

Teachers will attend professional learning and monitoring of learning in teaching Accelerated Math and Science.

#### 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: 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.

#### 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.

### TECHNOLOGY IMPLEMENTATION AND TRAINING

All Mathematics, Science, Social Studies and Language Arts teachers will receive interactive white board technology and student response systems. Mathematics and science teachers also will receive interactive tablets. Monthly training will be provided in the effective use of these technologies to increase student engagement and learning.

#### SD: TECHNOLOGY TRAINING

All teachers will receive monthly training in the effective use of Mimios, Student Response Systems, and Interactive Writing Pads to increase student involvement in class and, subsequently, increase student learning.

### Annual Objective



# LILBURN MIDDLE

## LSPI Continued

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Lilburn Middle School will increase academic performance by at least 5 percentage points over the 2009-2010 score in Percentile Rank Achieved in Mathematics, Reading and Language Arts on the ITBS for all students to meet and/or exceed annual RBES goals through increased student access to an accelerated curriculum in Mathematics and Reading, the implementation of a Latin Foreign Language program, and expansion of the Extended Learning Time program to include extension programs in Reading and Mathematics. Additionally, all students in the 2010-2011 sixth grade will be provided an Accelerated Math and Science curriculum and all but 5 sections of students in 7th grade will be provided with an Accelerated Math curriculum. Additionally, three teachers have been provided to offer extended learning time in mathematics during Connections.

### Associated Goals

**Goal:** Meeting or Exceeding Adequate Yearly Progress and Advancing Results Based Evaluation System Performance Targets

### Implementation Design

#### ACADEMIC OPPORTUNITY

Teachers will offer students the opportunity to retest, revise, or otherwise improve the quality of a significant assessment (e.g., essay, test, project, or unit web/study guide) on Saturdays. Title I funds will be used to employ teachers in work with students in Mathematics, Science, Social Studies, Reading, and Language Arts to increase their performance in all areas, especially Reading and Mathematics.

# LILBURN MIDDLE

## LSPi Continued

Gene E Taylor, *Principal*

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### **DOK TRAINING**

Designed for knowledge acquisition teachers will participate in professional learning sessions that include on-the-job practice and timely feedback. Teachers will consistently use selected strategies (change in teacher behavior) and document that students' knowledge and skills related to the selected strategies have improved (increase in student achievement).

#### **SD: COMMON ASSESSMENT WRITING AND IMPLEMENTATION TRAINING**

Teachers in all core content areas will receive training in the Common Assessment writing and implementation process. This will be part of the bi-monthly Collaborative Meeting time for all four core curricula.

#### **SD: DOK TRAINING**

Designed for knowledge acquisition, this strategy includes on-the-job practice and timely feedback. Teachers will consistently use selected strategies (change in teacher behavior) and includes documentation that students' knowledge and skills related to the selected strategies have improved (increase in student achievement).

### **Effective Use of Student Response Systems and Mimio Interactive Technology**

All Math, Science, Language Arts, and Social Studies teachers will receive training in the effective use of Student Response Systems and Mimio Interactive Technology that they will receive as part of this year's Title I Budget. This training will be applied by teachers to increase student involvement in lessons and thereby, increase student learning.

#### **SD: Professional Use of Student Response Systems and Mimio Interactive Technology**

All Math, Science, Language Arts, and Social Studies teachers will receive training in the effective use of Student Response Systems and Mimio Interactive Technology that they will receive as part of this year's Title I Budget. This training will be applied by teachers to increase student involvement in lessons and thereby, increase student learning.

### **iPASS MATH**

Connections math teachers will voluntarily receive training in iPASS and participate in the District pilot of the program.

#### **SD: iPASS MATH TRAINING**

6th-8th grade Connections math teachers will voluntarily receive training throughout the year in the use of best practices in mathematics and iPASS a part of a district pilot program in which LMS is participating.

# LILBURN MIDDLE

## LSPI Continued

Gene E Taylor, *Principal*

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### Increased Emphasis on Literacy

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: MATH-SCIENCE STAFF DEVELOPMENT

After-school sessions have the primary goal of improving student achievement in mathematics and science by connecting both the math and science AKS with the expected performance-based student outcomes at each grade level. The K-5 sessions are offered by grade level and are in time with the corresponding instructional calendar. One hour is devoted to mathematics instruction and the second hour is devoted to science instruction. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, essential vocabulary lists, 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 elementary school teachers. The math sessions will model rigorous lessons for upcoming AKS. Each session will focus on a different component of the Balanced Numeracy framework. Session 1 is focused on Informal Assessment, Session 2 on Quality Questioning, Session 3 on Problem Solving, Session 4 on Student Collaboration, and Session 5 on Activating and ...

#### SD: MIDDLE SCHOOL ECONOMICS TRAINING

Social Studies teachers will voluntarily receive training in teaching economics during a day-long workshop offered by the school district.

#### SD: STRATELOGICA TRAINING

Social Studies Teachers will receive training in Stratelogica, a web-based program for teaching geographic literacy. Stratelogica is a program that the district is piloting.

#### 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.

# LILBURN MIDDLE

## LSPi Continued

Gene E Taylor, *Principal*

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### **MATH INSTITUTE TRAINING**

6th-8th grade and Connections math teachers will voluntarily receive training for two hours each month after school hours in the use of best practices in mathematics. Mathematics pedagogy will be shared and discussed, teachers will apply the strategies in their classrooms, and teachers will then review the implementation of the strategies. This Plan-Do-Check-Act cycle will be continued throughout the year on a monthly basis.

#### **SD: MATH INSTITUTE TRAINING**

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### **MUSTANT MATH AND READING**

Students who have missed class time due to absences and other behavior issues, will be provided tutoring in Math and Reading on Tuesdays, Thursdays, and Saturdays to make up for lost instructional/learning.

### **READ180 AND SYSTEM 44 TRAINING**

For 42 minutes daily during Connections, two teachers will teach approximately 180 students who have been identified as struggling readers. Additionally, four Self-contained Special Education teachers will apply Read180 and System 44 to provide enriched reading instruction to their students.

#### **SD: READ180 AND SYSTEM 44 TRAINING**

For 42 minutes daily during Connections, two teachers will teach approximately 180 students who have been identified as struggling readers. Additionally, four Self-contained Special Education teachers will apply Read180 and System 44 to provide enriched reading instruction to their students.

### **Annual Objective**

All 8th grade students will pass the Eighth Grade Writing Gateway, which is required for promotion, with an increase by at least 5% over 2009-2010 scores in the percentage of students Exceeding State expectations through the implementation of a Writing Connections program, expanding the Extended Learning Time program to include writing, teacher participation in professional development in teaching the writing process and applying the state writing rubric.

# LILBURN MIDDLE

## LSPI Continued

Gene E Taylor, *Principal*

Calvin Watts, *Area Superintendent*

### Associated Goals

Goal: Learning to Write - Writing to Know - Knowing How to Write to Show What You Know

### Implementation Design

#### INCREASED WRITING

Teachers in all content areas will have students write one polished expository or persuasive essay in the fall semester. Just in-time professional learning will be provided once per month, on average, August - December, that trains teachers on teaching the writing process. The teachers will apply this learning for impact on student learning as measured by increased success on the eighth grade writing test. Achievement will also be measured in gains from a mock 8th grade writing test given to all students during the first two weeks of school and a final mock 8th grade writing test given to all students in December.

#### SD: Writing Process Training

Teachers in all content areas will have students write one polished expository or persuasive essay in the fall semester. Just in-time professional learning will be provided once per month, on average, August - December, that trains teachers on teaching the writing process. The teachers will apply this learning for impact on student learning as measured by increased success on the eighth grade writing test. Achievement will also be measured in gains from a mock 8th grade writing test given to all students during the first two weeks of school and a final mock 8th grade writing test given to all students in December.

#### SD: WRITING RUBRIC TRAINING

All teachers (Language Arts, Math, Science, Social Studies & Connections Teachers) were targeted. 47 teachers actually attended the 12-hour training in August. Using actual LMS students' papers from last semester as anchor papers (that were graded by external graders this past summer), teachers were trained on the application of the state writing rubric for assessing student writing performance. Additionally, teachers swapped papers with a partner to receive a blind review of the grading. If there was a significant discrepancy between the two grader's assessments, a third grader assessed the paper. This training will continue after each of four timed writing papers through the year.

#### January Writing Boot Camp

Eighth grade students will be provided extra writing instruction after-hours in January leading up to the administration of the Eighth Grade Writing Gateway

# LILBURN MIDDLE

## LSPI Continued

Gene E Taylor, *Principal*

Calvin Watts, *Area Superintendent*

### **Timed Writing Practice**

Math, Science, Language Arts, and Social Studies teachers will administer four practice timed writing assessments, one each quarter, to increase student familiarity with the timed-writing process as well as increase their skill at writing while being timed.

### **Writing Connections**

Eighth grade students who received low scores on the sample 8th Grade Writing Gateway last spring and who have been identified as struggling writers in sixth, seventh and eighth grade will be provided additional instruction in writing through Connections. Two Writing Connections teachers have been add to the teacher roster, one more than last year.

### **Writing Extended Learning Time in the Morning**

Eighth grade students who received low scores on the sample 8th Grade Writing Gateway last spring and who have been identified as struggling writers in sixth, seventh and eighth grade will be provided additional instruction in writing through the Extended Learning Time program in the morning. Two Writing teachers have been add to the teacher roster, one more than last year.