



2011 - 2012 Local School Plan For Improvement

LSPI Objectives

JONES MIDDLE SCHOOL

Richard P Holland, *Principal*

Dr. Steven W Flynt, *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.

2011-2012 Long Term Goals and Objectives

Goal: 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 GCPS 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)

Objective: Jones Middle School will increase academic performance in mathematics for all students to meet or exceed annual targets through ongoing staff development, emphasizing quality plus teaching strategies, providing additional instructional time, and collaborating during weekly curriculum meetings.

Objective: Jones Middle School will increase academic performance in reading for all students to meet or exceed annual targets through ongoing staff development, emphasizing quality plus teaching strategies, providing additional instructional time, and collaborating during weekly curriculum meetings.

JONES MIDDLE SCHOOL

LSPI Continued

Richard P Holland, *Principal*

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2011-2012 Long Term Goals and Objectives

Objective: Jones Middle School will increase academic performance in science for all students to meet or exceed annual targets through ongoing staff development, emphasizing quality plus teaching strategies, providing additional instructional time, and collaborating during weekly curriculum meetings.

Objective: Jones Middle School will increase academic performance in social studies for all students to meet or exceed annual targets through ongoing staff development, emphasizing quality plus teaching strategies, providing additional instructional time, and collaborating during weekly curriculum meetings.

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 academic performance in writing for all subgroups by increasing the percentage of students who reach the Exceeds level on the Georgia Grade 8 Writing Assessment by collaborating with teachers at high-performing middle schools, completing action research on literacy strategies, and developing a school-wide literacy plan.

Goal: 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.

Objective: Jones Middle School will increase and improve the use of instructional technology classrooms.

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 GCPS 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 academic performance in writing for all subgroups by increasing the percentage of students who reach the Exceeds level on the Georgia Grade 8 Writing Assessment by collaborating with teachers at high-performing middle schools, completing action research on literacy strategies, and developing a school-wide literacy plan.

Associated Goals

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

Implementation Design

Collaboration with Teachers from High-Performing Middle Schools

Jones Middle School 8th Grade Language Arts teachers will collaborate with teachers from North Gwinnett Middle School to discuss high-yield strategies in the teaching of writing, development of a school-wide literacy plan, and writing rubrics.

JONES MIDDLE SCHOOL

LSPi Continued

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SD: Strategies to Prepare Students for the Grade 8 Writing Assessment

Eighth grade Language Arts teachers will meet with Susan Harris, a teacher from North Gwinnett Middle School and a Vision 2016 teacher leader, to discuss best practices in preparing students for the Grade 8 Writing Assessment. Teachers will then implement the strategies in their classrooms and share work samples at weekly curriculum meetings.

Collaborative Curriculum Planning and Assessment Design

Jones middle school teachers will meet with grade level colleagues on a weekly basis for one hour to discuss the instructional calendar, share best practices, share student work samples, and to design common assessments.

Development and Implementation of School-wide Writing Goals Across the Curriculum

Curriculum leaders will collaborate to develop a school-wide literacy plan to develop reading, writing, and thinking skills among students.

SD: Content Area Writing

Science and Social Studies teachers will learn strategies for both teaching and assessing writing, emphasizing the Ideas and Style Domains of the GA Grade 8 Writing Assessment Rubric. Participants will share student work samples, collaborate to evaluate student writing, and share best instructional practices for writing in the content area.

Diagnostic Writing Samples

In August, all eighth grade students will participate in a practice writing assessment, which will be scored by the GA Center for Assessment. Eighth grade teachers will use the information from the score reports to collaboratively develop lessons to target Ideas, Style, Conventions, and Organization.

In the Spring, all seventh grade students will take a practice writing assessment, which will be scored by the GA Center for Assessment. This diagnostic information will be used in summer planning sessions to develop enrichment and remediation lessons to target Ideas, Style, Conventions, and Organization.

JONES MIDDLE SCHOOL

LSPI Continued

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Emphasis on GCPS Balanced Literacy Initiatives

Past and current Vision 2016 participants will share best practices with colleagues in curriculum meetings and/or through peer coaching.

SD: LANGUAGE ARTS VISION [MS-HS]

Year-long series of sessions (one Saturday per month) to build consistent, pervasive, and rigorous literacy practices that align with our district expectations for literacy teaching and learning in all content areas.

SD: LANGUAGE ARTS VISION CONFERENCE SERIES [MS-HS]

Two (Saturday) opportunities during the 11-12 school year to hear nationally recognized speakers address critical issues in literacy research.

Vertical Team Meetings

Once every 9 weeks, Language Arts curriculum leaders will each invite one grade level colleague to participate in a four hour vertical team meeting to discuss writing instruction across the three grade levels.

Annual Objective

Jones Middle School will increase academic performance in mathematics for all students to meet or exceed annual targets through ongoing staff development, emphasizing quality plus teaching strategies, providing additional instructional time, and collaborating during weekly curriculum meetings.

Associated Goals

Goal: Jones' students will demonstrate excellence in academic performance.

Implementation Design

Collaboration with Feeder Elementary Schools

Fifth grade teachers will be invited to participate in a half-day meeting to discuss the strengths and weaknesses of our fifth and sixth grade students in mathematics. Opportunities for observation will also be provided.

JONES MIDDLE SCHOOL

LSPi Continued

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Collaboration with Teachers from High-Performing Middle Schools

Jones math teachers who work with students with disabilities will collaborate with and observe teachers from Twin Rivers Middle School to identify the best practices for teaching mathematics to students with disabilities.

Collaborative Curriculum Planning and Assessment Design

Jones middle school teachers will meet with grade level colleagues on a weekly basis for one hour to discuss the instructional calendar, share best practices, share student work samples, and to design common assessments.

iPass Math

All students who scored below an 815 on the 2011 Math CRCT and all SWD students will be invited to participate in iPass math for two hours per week after school. The program will also be offered during Math connections and in all special education math classes.

Increased Collaboration on High-Yield Strategies in Mathematics

Dan Mulligan will work with teachers from Osborne MS and Jones MS to include more critical thinking skills in all math lessons. Moreover, action research and peer coaching will be implemented specifically for teachers of mathematics.

SD: Co-Teacher Training

Jones Middle School will improve academic achievement in Math for all students, particularly those students with disabilities, by increasing the number of students who meet the standards on national, state, and local assessments. There will be an increase in the percentage of students who reach the exceeds level on the Math subtest of the CRCT. This will be accomplished through professional development, teacher collaboration, Quality-Plus instructional strategies including interventions. All students will be held accountable for grade level curriculum.

SD: 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.

JONES MIDDLE SCHOOL

LSPi Continued

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Math Exemplars

All mathematics students will complete one math exemplar each unit to develop deeper understanding of content materials. Exemplars will further develop literacy and critical thinking skills.

Math Vertical Team

Jones Middle School math teachers will participate in the Mill Creek Cluster Math Vertical Team to discuss best instructional strategies for increasing student achievement in mathematics among all students in the cluster.

SD: Mill Creek Cluster Math Advisory Board

Develop mathematics content experts at all levels within the Mill Creek Cluster

Annual Objective

Jones Middle School will increase academic performance in reading for all students to meet or exceed annual targets through ongoing staff development, emphasizing quality plus teaching strategies, providing additional instructional time, and collaborating during weekly curriculum meetings.

Associated Goals

Goal: Jones' students will demonstrate excellence in academic performance.

Implementation Design

Emphasis on Critical Reading

All content area teachers will collaborate and plan for ways to incorporate critical reading, especially of nonfiction, in their subject areas.

JONES MIDDLE SCHOOL

LSPi Continued

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Emphasis on Reading in the Content Areas

All subject area teachers will use strategies from Cris Tovani's Do I Really Have to Teach Reading to help students with reading for meaning in the content areas. Non-fiction reading will be emphasized throughout the school

SD: Do I Really Have to Teach Reading?

All teachers and paraprofessionals will participate in a year-long study of Cris Tovani's Do I Really Have to Teach Reading? Teachers will discuss strategies that may positively impact reading in the content area. At one curriculum meeting per month, teachers will share the results of one of Tovani's techniques and the impact on the students' understanding of what they have read.

Sustained Silent Reading Time

All Jones students and staff members will participate in Sustained Silent Reading (SSR) three times per week for 30 minutes. Teachers will model reading and encourage reading for enjoyment.

Annual Objective

Jones Middle School will increase academic performance in science for all students to meet or exceed annual targets through ongoing staff development, emphasizing quality plus teaching strategies, providing additional instructional time, and collaborating during weekly curriculum meetings.

Associated Goals

Goal: Jones' students will demonstrate excellence in academic performance.

Implementation Design

Collaborative Curriculum Planning and Assessment Design

Jones middle school teachers will meet with grade level colleagues on a weekly basis for one hour to discuss the instructional calendar, share best practices, share student work samples, and to design common assessments.

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Common Assessments Developed Using DOK Levels

Science teachers will collaborate to write common assessments, which assess students at an appropriate combination of Webb's Depth of Knowledge level one, two, and three questions.

SD: Webb's Depth of Knowledge Training with Science Content Assessment Specialist

The Science Content Assessment Specialist will work with Jones science teachers to develop new common assessments and to review existing common assessments to improve the quality of the assessments. Specifically, universal design and Webb's Depth of Knowledge will be applied to science common assessments.

Content Area Literacy Initiative

Jones science teachers will collaborate to design lessons that enhance the reading, writing, and thinking skills of science.

Focus on Academic Content Vocabulary

Science teachers will research the best strategies for teaching academic content vocabulary to students. Strategies will include non verbal representations, Frayer models, Latin/Greek roots, etc.

SD: Strategies for Teaching Academic Content Vocabulary

Teachers will participate in year long action research regarding the best instructional strategies for teaching science vocabulary to students. Teachers will research Marzano's high-yield strategies as well as strategies from other literacy experts. Teachers will monitor the progress of all students throughout the year, but will monitor closely the gains made by ELL and SWD students.

Focus on Inquiry and Critical Thinking in Standard and Accelerated Science Classes

Accelerated science teachers and standard science teachers will collaborate weekly to determine how to increase rigorous thinking in all science classes.

SD: National Science Teachers' Association Regional Conference

Two to four Jones Middle School Science teachers will attend the NSTA Regional Conference in October. Upon return, the teachers will develop share best strategies and practices from the conference with Science colleagues.

JONES MIDDLE SCHOOL

LSPI Continued

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Vertical Team Meetings

Jones Middle School curriculum leaders will meet with curriculum colleagues at least three times per year in half-day sessions to discuss student achievement results, commonalities and differences in instructional practices, curriculum alignment, and assessments.

Annual Objective

Jones Middle School will increase academic performance in social studies for all students to meet or exceed annual targets through ongoing staff development, emphasizing quality plus teaching strategies, providing additional instructional time, and collaborating during weekly curriculum meetings.

Associated Goals

Goal: Jones' students will demonstrate excellence in academic performance.

Implementation Design

Collaboration with High Performing Middle Schools

Social Studies teachers will be provided release time to collaborate with teachers in at least two GCPS middle schools with higher scores in Social Studies to discuss best instructional practices and to share assessments.

Common Assessment Analysis (Webb's Depth of Knowledge and Universal Design)

Social Studies teachers will review all common assessments to ensure that these assessments are developed according to Universal Design and that the assessments include more DOK Level 2 and 3 questions.

SD: Webb's Depth of Knowledge/Universal Design

Social Studies teachers will be provided release days to work with Mindy Lewis, Social Studies Content Assessment Specialist, to learn about distinguishing DOK levels, Universal Design, and writing assessments that measure mastery of the AKS at the appropriate levels. Social Studies teachers will then utilize their learning as they collaborate to revise common assessments.

JONES MIDDLE SCHOOL

LSPI Continued

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Content Area Literacy Initiative

Jones Social Studies teachers will further develop the reading, writing, and thinking skills of their students by focusing on literacy in the Social Studies classroom.

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.

SD: WRITING STRATEGIES FOR MIDDLE SCHOOL SOCIAL STUDIES

This class will give teachers ways to reinforce writing activities in the content of their social studies classes. Ideas for single paragraph prompts will be discussed. How to use graphic organizers to facilitate writing as well as using rubrics for scoring will be covered.

Differentiated Instruction Through Centers

Social Studies teachers will collaborate to develop units/lessons that typify differentiated instruction. These lessons will include learning centers that will foster deeper thinking, critical thinking, and creative thinking.

SD: Differentiation Using Centers in Social Studies

Teachers will study strategies for using centers in their Social Studies classrooms. Centers will be collaboratively developed. Teachers will study the results of assessments when centers are used compared to units of study when centers are not used.

Peer Teaching with ELL and SWD Students

Social Studies students who consistently exceed standards on classroom assessments will have the opportunity to work with ELL and SWD students in other classrooms. Teachers will facilitate peer teaching for these students.

Vertical Team Meetings

Social Studies curriculum leaders will meet once per nine week period for a half day to review assessment data, discuss strand strength and weaknesses, and to share exemplary lessons. For each meeting, each curriculum leader will be asked to bring one colleague to participate in the conversation.

Annual Objective

Jones Middle School will increase and improve the use of instructional technology classrooms.

JONES MIDDLE SCHOOL

LSPI Continued

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Associated Goals

Goal: Jones' students will demonstrate excellent citizenship and leadership.

Implementation Design

Peer Coaching/Action Research

Teachers interested in increasing the use and effectiveness of instructional technology will participate in action research and peer coaching, which will target best practices for instructional technology.

SD: Peer Coaching with a Focus on Instructional Technology

Participants will participate in a study of literature about the most innovative ways to use instructional technology to improve student achievement. Participants will have the opportunity to practice using new technology in a lab or model classroom. Teachers will then develop lessons using instructional technology and will receive feedback from their peers in a peer coaching reflective/dialogue.