



2012 - 2013 Local School Plan For Improvement

LSPI Objectives

RADLOFF MIDDLE SCHOOL

Al J Taylor, *Principal*

Jonathan Patterson, *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: Louise Radloff Middle will increase academic rigor in mathematics in both the standard and accelerated curricula so students are prepared to take Advanced Placement/higher level mathematics classes in High School and score 3 or higher on Advanced Placement exams.

Objective: Louise Radloff Middle School will increase the mean scale score on the 2013 Mathematics CRCT by 5 points by ensuring consistent and pervasive differentiated instruction, implementation of the AKS and instructional calendar, and focused numeracy instruction in the Number & Operations and Algebra domains.

RADLOFF MIDDLE SCHOOL

LSPI Continued

Al J Taylor, *Principal*

Jonathan Patterson, *Area Superintendent*

2012-2013 Long Term Goals and Objectives

Goal: Louise Radloff Middle will endeavor to create competent readers, writers, and communicators by increasing academic rigor in literacy. In so doing, more students will be prepared to engage in Advanced Placement courses in High School as well as score three or higher on Advanced Placement exams.

Objective: Louise Radloff Middle School will increase the mean scale scores on the 2013 Reading, English/ Language Arts, Science, and Social Studies CRCTs and the 8th Grade Writing Assessment by five points by ensuring consistent and pervasive differentiated instruction, implementation of the AKS and instructional calendar, and integrating reading and writing across the curriculum.

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LSPI Continued

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Schools Goals - RADLOFF MIDDLE SCHOOL

Goal Title	Goal	Start School Year	End School Year
Acceleration towards Graduation	Louise Radloff Middle School will increase the number of students taking accelerated content classes so they may graduate High School in four years prepared to engage in post-secondary options of their choice.	2010-11	2014-15
Challenges of the New Millennium: Mathematics Based Problem Solving & Inquiry	Louise Radloff Middle will increase academic rigor in mathematics in both the standard and accelerated curricula so students are prepared to take Advanced Placement/higher level mathematics classes in High School and score 3 or higher on Advanced Placement exams.	2010-11	2014-15
Literacy for Life	Louise Radloff Middle will endeavor to create competent readers, writers, and communicators by increasing academic rigor in literacy. In so doing, more students will be prepared to engage in Advanced Placement courses in High School as well as score three or higher on Advanced Placement exams.	2010-11	2014-15

Annual Objective

Associated Goals

Goal: Challenges of the New Millennium: Mathematics Based Problem Solving & Inquiry

Implementation Design

Content Area Team (CAT) Meetings

Bi-weekly collaborative team meetings for the purpose of data review of common assessments, instructional calendar pacing, and the sharing and evaluation of best instructional practices and resources.

RADLOFF MIDDLE SCHOOL

LSPI Continued

Al J Taylor, *Principal*

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SD: 2012-2013 Q+ Teaching Strategy Focus

All Math teachers will be given specific guidance and instruction on how to properly structure a lesson and on the how to effectively implement Nonverbal Representations, Modeling & Practice, and Summarizing strategies to improve student achievement. Teachers will incorporate these strategies into their lessons and will discuss/evaluate the effectiveness of their implementation during CAT meetings.

SD: Book Study

Content area teams will participate in a book study over Carol Tomlinson's "How to Differentiate in a Mixed Ability Classroom" to support the effective implementation of the AKS and instructional calendar.

ELT

Targeted instruction in Numbers & Operations and Algebra based upon identified student need

Focused Walkthroughs

Administrators will conduct focused walkthroughs in all math classes looking for evidence of effective differentiation and the consistent and pervasive implementation of the AKS, instructional calendar, and Q+ Teaching Strategies (Nonverbal representations, Modeling & Practice, and Summarizing).

Annual Objective

Louise Radloff Middle School will increase the mean scale scores on the 2013 Reading, English/ Language Arts, Science, and Social Studies CRCTs and the 8th Grade Writing Assessment by five points by ensuring consistent and pervasive differentiated instruction, implementation of the AKS and instructional calendar, and integrating reading and writing across the curriculum.

Associated Goals

Goal: Literacy for Life

Implementation Design

RADLOFF MIDDLE SCHOOL

LSPI Continued

Al J Taylor, *Principal*

Jonathan Patterson, *Area Superintendent*

Content Area Team (C.A.T.) Meetings

Bi-weekly collaborative team meetings for the purpose of data review of common assessments, instructional calendar pacing, and the sharing and evaluation of best instructional practices and resources.

SD: 2012-2013 Q+ Teaching Strategy Focus

All Language Arts, Science, Social Studies, and Connections teachers will be given specific guidance and instruction on how to properly structure a differentiated lesson and on the how to effectively implement Nonverbal representations, Modeling and Practice, and Summarizing strategies to improve student achievement and literacy. Teachers will incorporate these strategies into their lessons and will discuss/evaluate the effectiveness of their implementation during CAT meetings.

SD: Book Study

Content area teams will participate in a book study over Carol Tomlinson's "How to Differentiate in a Mixed Ability Classroom" to support the effective implementation of the AKS and instructional calendar.

Focused Walkthroughs

Administrators will conduct focused walkthroughs in all Language Arts, Science, and Social Studies classes looking for evidence of effective differentiation and the consistent and pervasive implementation of the AKS, instructional calendar, and Q+ Teaching Strategies (Nonverbal Representations, Modeling and Practice, and Summarizing).

Literacy ELT

Targeted literacy instruction with a Science and Social Studies content focus for identified students