



2011 - 2012 Local School Plan For Improvement

LSPI Objectives

DACULA MIDDLE

Kellye B Riggins, *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: Dacula Middle School will increase academic performance in all content areas to meet or exceed Adequately Yearly Progress, Investing in Education Excellence and Results Based Evaluation System performance targets for all students and subgroups.

Objective: Dacula Middle School will increase academic performance in mathematics for all students, particularly students in the students with disability, black, Hispanic, and economically disadvantaged subgroups, to meet or exceed annual targets through problem solving strategies, vocabulary development, computation skills, targeted interventions, and goal setting/progress monitoring.

Objective: Dacula Middle School will increase academic performance in reading, language arts and writing for all students, particularly for students in the economically disadvantaged, black, Hispanic, white, students with disability, and English language learners subgroups to meet or exceed annual targets through improving reading comprehension, vocabulary development, writing in the content areas, and goal setting/progress monitoring.

DACULA MIDDLE

LSPI Continued

Kellye B Riggins, *Principal*

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2011-2012 Long Term Goals and Objectives

Objective: Dacula Middle School will increase academic performance in science for all students, particularly students in the economically disadvantaged, students with disabilities, Hispanic, black, English language learners, and white subgroups to meet or exceed annual targets through collaboration with subject area teachers to develop science literacy (reading, writing, and vocabulary) and inquiry skills (questioning, problem-solving, inference, and experimental design), and through goal setting/progress monitoring.

Objective: Dacula Middle School will increase academic performance in social studies for all students, particularly students in the economically disadvantaged, students with disabilities, English language learners, black, Hispanic, and white subgroups to meet or exceed annual targets through improving reading comprehension, vocabulary development, writing in the content area, and goal setting/progress monitoring.

DACULA MIDDLE

LSPI Continued

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Schools Goals - DACULA MIDDLE

Goal Title	Goal	Start School Year	End School Year
High Performance Culture	Dacula Middle School will increase academic performance in all content areas to meet or exceed Adequately Yearly Progress, Investing in Education Excellence and Results Based Evaluation System performance targets for all students and subgroups.	2010-11	2015-16

Annual Objective

Dacula Middle School will increase academic performance in mathematics for all students, particularly students in the students with disability, black, Hispanic, and economically disadvantaged subgroups, to meet or exceed annual targets through problem solving strategies, vocabulary development, computation skills, targeted interventions, and goal setting/progress monitoring.

Associated Goals

Goal: High Performance Culture

Implementation Design

DACULA MIDDLE

LSPI Continued

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Common Assessments

-Teachers will use the DOK framework to create all common assessments (30/50/20).

-Teachers and administrators will hold monthly discussions on rigor and DOK during grade level huddles. Common assessments will include at least 3 open-ended response style questions.

-Teachers will use formative assessments frequently (daily, in 15-20 minute intervals); huddle discussions will include the effective use of formative assessments

-Teachers will select and administer two common exemplar/performance assessments per semester using the GCPS math rubric for grading.

-Teachers will analyze data from common assessments and one exemplar to direct future instruction.

DACULA MIDDLE

LSPI Continued

Kellye B Riggins, *Principal*

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Goal Setting & Progress Monitoring

- Each DMS math student will have conversations with his/her math teacher to discuss their assessment performance and ways to improve their performance .
The following items will be used as part of these conversations:
 - Math assessment data and graphs
 - CRCT Performance Data
 - Interim Data
 - Big 20 Data
- Teachers will have students chart/graph their common assessments in their organizational system after each test.
- Teachers will monitor student progress individually and/or as a team, they will develop effective remediation & extension activities following administration of common assessments.
- Teachers will use Lunch and Learn opportunities to ensure that students are completing assignments/ assessments-
- Teachers will use personal historical data , student performance data, etc. to develop individual RBES goal(s).
Reflections will be written in journals and used as a tool for collaborative discussions.

DACULA MIDDLE

LSPI Continued

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Math Vocabulary

- Develop weekly key math vocabulary –The “words of the week” will be used as an informal grade(per grade level)—(look at using during the warmup period)---each grade level would be responsible for creating the weekly list- students must provide pictorial representation or formal definition, examples or non-examples of their understanding via a Frayer model ---
- Key vocabulary will be included on all unit common assessments.
- Teachers will use quality-plus teaching strategies (e.g. word walls, graphic organizers, tickets in/out the door, etc.) to develop math vocabulary.

DACULA MIDDLE

LSPI Continued

Kellye B Riggins, *Principal*

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Problem-Solving Strategies

-Teachers will utilize GCPS problem solving rubric for exemplars and problem solving.

-Teachers (10) will participate in a Singapore Math problem solving strategies staff development at Alcova Elementary School. Those trained teachers will redeliver throughout the year in huddles.

- Enrichment (gifted) math will complete a weekly problem solving activity

- Teachers will conduct a Big 20 assessment every week with all students. Class averages will be graphed and posted in classrooms. Students will graph weekly results in personal math journals/folders.

- Teachers will implement daily target time/warm-up lessons in the areas of number sense and computation for each grade level based on analysis of CRCT student progress. A weekly target time quiz will be given each Friday. Results will be analyzed each week in huddles to determine effectiveness.

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.

SD: The Extra Mile in Math

Teachers will acquire new knowledge and skills in the teaching of mathematics with a full day of Singapore Math Training and multiple follow-up sessions with Alcova Staff. Implementation effectiveness will be determined by teacher discussion, walk through, RBES and GTEP documentation, and student math scores.

DACULA MIDDLE

LSPI Continued

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Targeted Intervention & Enrichment

-Morning Math Mastery classes will be offered for targeted math students before school. The classes will focus on remediating basic skills (target audience - general education)

-Reteaching and enrichment activities will occur during each math class in group/centers format. Small group remediation will occur at least 2 days per week.

-CRCT Prep classes will be offered during connections for targeted math students during the second semester. The classes will remediate areas of weakness based on post-test I results (target audience – special education and ELL).

Connections classes will be developed to support those students who are expected to perform at level 3 on the CRCT (target audience – general education & gifted education students performing in the upper level 2/low 3 range).

-Soaring for Success classes will be offered before and/or after school. The classes will focus on remediating basic skills (target audience – special education and ELL).

-Academic detention is held on specific Saturdays for students who have consistently failed to turn in class work. A math teacher will work these students.

-iPass classes will be utilized for at risk students and held during connections class time (target audience- at risk students)

Annual Objective

Dacula Middle School will increase academic performance in reading, language arts and writing for all students, particularly for students in the economically disadvantaged, black, Hispanic, white, students with disability, and English language learners subgroups to meet or exceed annual targets through improving reading comprehension, vocabulary development, writing in the content areas, and goal setting/progress monitoring.

Associated Goals

Goal: High Performance Culture

DACULA MIDDLE

LSPI Continued

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Implementation Design

Best Practices

- Utilize QPTS on a daily basis with emphasis on training for student use of summarizing, non-verbal representations, vocabulary development, and technology integration.
- HOSST (Honing Opportunities for Successful Students and Teachers) will continue and will be expanded.
- Faculty huddles and curriculum huddles will focus on differentiated instruction through formative assessment. In addition we will continue to focus on lessons that encompass multiple learning styles.
- Teachers will use the DOK framework to create all common assessments (30/50/20).
- Teachers and administrators will hold monthly discussions on rigor and DOK during curriculum huddle.

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.

DACULA MIDDLE

LSPI Continued

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Goal Setting and Progress Monitoring

- Teachers will work with their students to set goals and to graph their achievement on common assessments and interims.
- Teachers will conduct test talks quarterly to discuss common assessments, interims, and standardized tests.
- Teachers will also review goals that students set through advisement (located in the agenda).
- Teachers will use daily Lunch and Learn opportunities to ensure that students are completing assignments and offering remediation for students in their specific content area who struggle with the curriculum.
- Teachers will use personal historical data (if applicable), student performance data, etc. to develop individual RBES goal(s). Teachers will reflect on their own practice and student progress regularly.

Reading

- Teachers will continue to plan a reading workshop lesson each Friday. The workshop should include a 30 minute opportunity to DEAR (Drop Everything and Read). Teachers will also collaborate to develop common assessments that will include reading passages with reading comprehension questions and/or grammar usage questions.
- Teachers will collaborate to address students' various reading levels and needs (differentiating as necessary). Teachers will have training on lexile scores and how to use those scores to help students' select appropriate reading materials.
- Teachers will use DRP (Daily Reading Practice) in conjunction with DGP.
- Teachers will introduce a word of the day for each day of the week. Students will review the definitions of the words in every class period.

DACULA MIDDLE

LSPI Continued

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Targeted Interventions

- Literacy Workshop will be offered through Connections for students who struggle with literacy skills. The classes will focus on remediating basic reading and language arts skills and the class will target struggling students as identified assessment data.
- Writing Enrichment classes will be offered for targeted language arts students before and/or after school as well as through Connections. The classes will focus on enriching the students to move from meets to exceeds on the Grade 8 Writing Test
- Teachers will continue to implement the strategies gained through the Kevin Raczinski training. Mr. Raczinski will train content area teachers in social studies and science.

DACULA MIDDLE

LSPI Continued

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Writing

- In August, eighth grade teachers will establish a baseline of performance for each student on a GA Grade 8 Writing Prompt. These essays will be sent off to the state to score and students will be grouped according to need for differentiated instruction in class as well as interventions before and after school.
- All teachers will utilize Falcon Writing Days using an approved prompt in order to raise scores on the Grade 8 Writing Test.
- Teachers will implement DGP (Daily Grammar Practice) in conjunction with DRP. DGP should be used as a formative assessment to remediate and enrich basic grammar skills.
- Teachers will use common assessment data to analyze student progress and to inform instruction.
- Teachers will use quality-plus teaching strategies (e.g. word walls, graphic organizers, tickets in/out the door, technology etc.) to develop writing skills. All teachers will use the school rubric to score writing assignments for Falcon Writing Day as well as other assignments that address the GA grade 8 writing strategies.
- Teachers will implement the writing workshop model as a regular practice.
- Teachers will keep a writing portfolio for every student. The portfolio will be passed on with the student to the next grade level.

SD: Mechanically Inclined

All Language Arts teachers will be reading the book *Mechanically Inclined* by Jeff Andersen. The book focuses on a workshop model of delivery that integrates multiple teaching tasks into one delivery mode. Teachers will also watch demonstrations via DVD of Jeff Andersen actually putting these practices in place. Teachers will be asked to apply the strategies of Jeff Andersen and then bring back evidence of how the strategy was used and what impact it made on their classroom. There will be frequent reflections in their journal.

Annual Objective

Dacula Middle School will increase academic performance in science for all students, particularly students in the economically disadvantaged, students with disabilities, Hispanic, black, English language learners, and white subgroups to meet or exceed annual targets through collaboration with subject area teachers to develop science

DACULA MIDDLE

LSPI Continued

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literacy (reading, writing, and vocabulary) and inquiry skills (questioning, problem-solving, inference, and experimental design), and through goal setting/progress monitoring.

Associated Goals

Goal: High Performance Culture

Implementation Design

DACULA MIDDLE

LSPi Continued

Kellye B Riggins, *Principal*

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Best Practices & Inquiry Skills

- Utilize QPTS on a daily basis with emphasis on training for student use of summarizing, non-verbal representations, vocabulary development, and technology integration.
- Teachers will incorporate and share technology-based activities such as virtual labs, simulations, projects and activities.
- Accelerated Science classes will be offered in 6th grade and 7th grade.
- HOSST (Honing Opportunities for Successful Students and Teachers) classrooms with a focus on differentiated instruction and students' learning styles.
- Teachers will use differentiated instruction to address diverse learning styles and student diversity.
- At least one teacher from each grade level will attend the county staff development sessions (5 per year).
- Teachers will collaboratively plan and implement a minimum of 8 labs per semester
- Each student will complete a Science Fair project that requires completion of the Scientific Method or in 8th grade students will complete a Solar Flare project.
- Science Fair Club will continue to participate in the regional competition.
- We will purchase Inquiry-based lab reference books for curriculum captains.
- Teachers will use the DOK framework to create all common assessments (30/50/20).
- Key vocabulary will be included on all unit common assessments.

DACULA MIDDLE

LSPI Continued

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-Common assessments will include at least 2 open-ended response style questions at DOK level 2 or 3.

-Teachers will monitor student progress through formative and summative assessments and use data to guide instruction.

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 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, vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and integrates the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for middle school teachers.

DACULA MIDDLE

LSPI Continued

Kellye B Riggins, *Principal*

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Goal Setting & Progress Monitoring

-Teachers will use daily Lunch and Learn opportunities to ensure that students are completing assignments.

- Teachers will use personal historical data (if applicable), student performance data, etc. to develop individual RBES goal(s). Teachers will reflect on their own practice and student progress weekly.

-Students will record and graph results of common assessments and interims

Test Preparation prior to CRCT

- Teachers will utilize CRCT Coach Books and OAS to strengthen concepts & teach students test taking strategies. Teachers will create tests on OAS for students and other teachers to utilize.

6th Grade will continue using Target Time at the beginning of every period for review, in addition to reviewing half the period of every Friday leading up to the CRCT. Beginning a week before the Science CRCT, activities designed to remediate specific AKS will be utilized in small groups. These activities were created by the teachers and placed on the share drive in folders under the specific AKS.

7th Grade will have a before-school tutoring program for at-risk students. Folders on the shared drive with activities specific to the AKS needing remediation are created for teacher use. Using Post Test & Interim data to drive decision-making, these teachers will also utilize small group instruction for remediation.

8th Grade will be use the county recommended interactive websites for students to review for the CRCT as will use target time for review as well as OAS and CRCT Coach Books. The month leading up to the CRCT teachers will review half the period of every Friday, as well as create specific station and center activities to review for CRCT.

All grade levels have been trained on using the OAS for review.

DACULA MIDDLE

LSPI Continued

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Reading Comprehension

- Teachers will include a Reading Comprehension activity once a week.
- Teachers will incorporate content related science articles at least 2 times per nine weeks. Articles will be shared at huddles.
- Teachers will continue to teach and utilize Reading Comprehension strategies (such as anticipation guides) when using content related articles and textbook.

Vocabulary Development

- Teachers will continue to use vocabulary strategies for every unit such as Marzano, Frayer models, flash cards, inside/outside circles, foldables - - Teachers will utilize content maps with key vocabulary terms and essential questions for each unit. Students will be provided a copy.
- “Big Twenty” vocabulary reviews will be utilized each unit.
- Teachers will use quality-plus teaching strategies (e.g. word walls, graphic organizers, tickets in/out the door, etc.) to develop vocabulary and content.
- Vocabulary stations will be a part of center activities using county provided cards or teacher made materials.

DACULA MIDDLE

LSPI Continued

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Writing in the Content

-Common writing prompts based on the document-based writing model will be given twice a semester.

-Document based writing will be scored by a common rubric.

-Teachers will evaluate student writing prompts, common laboratory reports, & common assessments to identify gaps in teaching and learning. Results will be used to guide conversations about effective writing strategies/teaching.

-Teachers will have students utilize a science journal/notebook or lab reports to summarize learning, record observations, record/analyze data, etc.

SD: Writing in the Science Classroom

All Science teachers will be participating in a workshop with Kevin Raczinski on how to help students write in the content areas and how to build exceeds level writers. Science teachers will also work on document based writing and how to effectively use strategies that will lead to better writing. Teachers will meet with Kevin in September and will apply these strategies throughout the year. Teachers will bring back evidence to their huddle about the strategies they are using and how the strategies worked.

Annual Objective

Dacula Middle School will increase academic performance in social studies for all students, particularly students in the economically disadvantaged, students with disabilities, English language learners, black, Hispanic, and white subgroups to meet or exceed annual targets through improving reading comprehension, vocabulary development, writing in the content area, and goal setting/progress monitoring.

Associated Goals

Goal: High Performance Culture

DACULA MIDDLE

LSPI Continued

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Implementation Design

Best Practices

- Utilize QPTS on a daily basis with emphasis on training for student use of summarizing, non-verbal representations, vocabulary development, and technology integration.
- HOSST (Honing Opportunities for Successful Students and Teachers) classrooms with a focus on differentiated instruction and students' learning styles will be expanded.
- Faculty huddles and curriculum huddles will focus on differentiated instruction and learning styles training.

Common Assessments

- Teachers will collaborate to ensure common assessments follow DOK guidelines. Data from common assessments will be used to plan instruction.
- Teachers will use formative assessments frequently; huddle discussions will include the effective use of formative assessments.
- Teachers will analyze data from common assessments to guide instruction.

DACULA MIDDLE

LSPI Continued

Kellye B Riggins, *Principal*

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Goal Setting & Progress Monitoring

-Teachers will conduct class test talks on:

- Common assessments
- Interim assessments
- Standardized test(s)

- Teachers will have students chart/graph their common assessments in their organizational system after each test.

-Teachers will monitor student progress individually and/or as a team, they will come up with effective remediation & extension activities after common assessments.

-Teachers will use daily Lunch and Learn opportunities to ensure that students are completing assignments and offering remediation for students in their specific content area who struggle with the curriculum.

- Teachers will use personal historical data (if applicable), student performance data, etc. to develop individual RBES goal(s). Teachers will reflect on their own practice and student progress. Reflections will be written in their journal and used as a tool for collaborative discussions of best practices and for personal growth.

DACULA MIDDLE

LSPI Continued

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Reading Comprehension & Vocabulary Development

- Teachers will incorporate common reading passages using primary and secondary sources in each 9 weeks.
- Teachers will prioritize literacy strategies and will become proficient at incorporating the strategies into the curriculum units.
- Teachers will collaboratively refine content maps with key vocabulary terms and essential questions for each unit.
- Key vocabulary will be included on all unit common assessments.
- Teachers will implement a daily target time/warm-up to remediate and enrich student knowledge based on analysis of student progress (via common unit assessments, interim assessments, standardized test results, etc.).
- Teachers will use quality-plus teaching strategies (e.g. word walls, graphic organizers, tickets in/out the door, etc.) to develop vocabulary in the content area.

DACULA MIDDLE

LSPI Continued

Kellye B Riggins, *Principal*

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Writing in the Content

-Teachers will develop common writing prompts modeled after the Georgia Writing Assessment.

- Teachers will use a school-wide writing rubric to evaluate student writing. Social Studies Teachers will receive additional training in using the writing rubric.

-Teachers will utilize writing strategies consistently via weekly writing assignments.

-Teachers will meet bi-monthly with the LA department to collaborate on best practices when teaching writing to students. Teachers will discuss overall student weaknesses in writing and ways the SS teachers can work collaboratively to meet student needs.

SD: Writing in the Social Studies Classroom

All Social Studies teachers will be participating in a workshop with Kevin Raczinski on how to help students write in the content areas and how to build exceeds level writers. Teachers will meet with Kevin in September and will apply these strategies throughout the year. Teachers will bring back evidence to their huddle about the strategies they are using and how the strategies worked.