



2010-2011 Local School Plan For Improvement

LSPI Objectives

December 2010

NORTH GWINNETT MIDDLE

Wanda F Law, *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: NGMS will focus on literacy by incorporating reading and writing in all content areas. All students will meet or exceed standards on the CRCT in the areas of English/Language Arts and Reading with the larger percentage in the Exceeds category. All students will meet grade level promotion criteria in order to be academically successful in high school and beyond.

Objective: All students at NGMS will increase academic performance in literacy in all subgroups by increasing the percentage of students who reach the exceeds level of performance on the Grade 8 Writing Assessment and the Reading and Language Arts subtests of the CRCT. By utilizing research based teaching strategies, analyzing common classroom assessments (via Elements), use of the instructional coach, providing opportunities for enrichment in language arts and reading during Bulldog Pride time, collaborating with North Gwinnett High School to develop a vertical cluster alignment of the writing standards, analyzing a writing pretest done in early August, and analyzing research studies on how writing can increase achievement in all academic areas.

NORTH GWINNETT MIDDLE

LSPI Continued

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2010-2011 Long Term Goals and Objectives

Goal: North Gwinnett Middle School will work collaboratively with the North Gwinnett Cluster schools to develop a leadership model that will allow students to apply learned academic knowledge and skills through competencies such as collaboration, adaptability, initiative, communication, and critical thinking. By developing the whole child; socially, emotionally, academically and ethically, the leadership model will foster a climate of leadership, accountability, and academic excellence.

Objective: As the first year of the leadership initiative, NGMS will increase the number of students who receive specific leadership training in a variety of programs. All students will have the opportunity to participate in leadership roles within the school including club officers, student ambassadors, peer leaders, mentors, guest visitors to our cluster schools and team/group representatives. Students can choose to lead their parent conference. Data notebooks will be updated throughout the year during advisement so that students can explain their academic standing at any point throughout the school year. North Gwinnett Middle School believes that giving our students the tools necessary for real life leadership opportunities will enhance their academic performance, socialization skills and have them better prepared for high school. Leadership skills will begin in elementary school as this is a k-12 cluster focus and each year the level of responsibility and leadership opportunities will increase for all students in the North cluster. Increased averages on Perception Survey Results will be a positive result of our initiative.

NORTH GWINNETT MIDDLE

LSPI Continued

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2010-2011 Long Term Goals and Objectives

Goal: Teachers will create rigorous lessons and assessments to better prepare all students to be critical thinkers and problem solvers. The end result will be increased achievement and acceleration for students.

Objective: North Gwinnett 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, use of Singapore Math and parental involvement. All students will be held accountable for grade level curriculum.

Objective: North Gwinnett Middle School will increase academic performance in science for students in all subgroups to exceed annual targets through meaningful collaboration, engaged lessons, hands on labs and accelerated curriculum.

Objective: North Gwinnett Middle School will increase academic performance in social studies for all students, particularly for students with disabilities, black, and Hispanic subgroups, to meet or exceed baseline targets through collaborative planning with subject area teachers, critical thinking, literacy development, use of writing prompts, and targeted enrichment/interventions.

NORTH GWINNETT MIDDLE

LSPI Continued

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Schools Goals - NORTH GWINNETT MIDDLE

Goal Title	Goal	Start School Year	End School Year
Cluster Leadership Initiative	North Gwinnett Middle School will work collaboratively with the North Gwinnett Cluster schools to develop a leadership model that will allow students to apply learned academic knowledge and skills through competencies such as collaboration, adaptability, initiative, communication, and critical thinking. By developing the whole child; socially, emotionally, academically and ethically, the leadership model will foster a climate of leadership, accountability, and academic excellence.	2010-11	2014-15
Focus on Literacy	NGMS will focus on literacy by incorporating reading and writing in all content areas. All students will meet or exceed standards on the CRCT in the areas of English/Language Arts and Reading with the larger percentage in the Exceeds category. All students will meet grade level promotion criteria in order to be academically successful in high school and beyond.	2010-11	2014-15
Rigor and Acceleration	Teachers will create rigorous lessons and assessments to better prepare all students to be critical thinkers and problem solvers. The end result will be increased achievement and acceleration for students.	2010-11	2014-15

Annual Objective

All students at NGMS will increase academic performance in literacy in all subgroups by increasing the percentage of students who reach the exceeds level of performance on the Grade 8 Writing Assessment and the Reading and Language Arts subtests of the CRCT. By utilizing research based teaching strategies, analyzing common classroom assessments (via Elements), use of the instructional coach, providing opportunities for enrichment in language arts and reading during Bulldog Pride time, collaborating with North Gwinnett High School to develop a vertical cluster alignment of the writing standards, analyzing a writing pretest done in early August, and analyzing research studies on how writing can increase achievement in all academic areas.

Associated Goals

Goal: Focus on Literacy

Implementation Design

NORTH GWINNETT MIDDLE

LSPi Continued

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Bulldog Pride Time

Teachers will use Bulldog Pride time to infuse literacy through their content area. Teachers will create literacy lessons that tie in with their current content. Sustained silent reading will take place one day each week. Students will be able to choose their own reading selections. Teachers will model silent reading for the students.

Common Curriculum Planning

Teachers will utilize collaborative curriculum planning each week to share best teaching strategies, create unit plans to include content maps and common assessments, analyze student work, and disaggregate data from local, county, and state assessments. They will follow a common instructional calendar and share lesson ideas which enhance their research-based strategies. Language Arts teachers meet vertically, once a month to share strategies and discuss AKS strands and initiatives. They also meet once a quarter to prepare common assessments. Teachers are required to complete two observations throughout the year of another teacher in the building. This observation is called "Admire and Acquire".

Connections Writing Class

Students in the Connections Writing Class will work daily on strategies and practice to improve the quality of the student's writing fluency through a variety of genres. A variety of technology resources will be utilized in the research, the writing process and the publication. Class make up will alternate each nine weeks based on either remediation or enrichment.

Departmental Model

Eighth grade Language Arts will follow a departmental model, where all language arts classes will be in close proximity to foster collaboration and peer observations among teachers and to provide flexible scheduling for differentiation of instruction.

Diagnostic Writing Sample

All students will take a writing pretest in August. Writing pieces will be scored by NGMS teachers. 8th grade papers will be sent to UGA. The two scores will be compared to make sure that our 8th grade teachers are consistent with state scoring. 6th and 7th grade writing pieces will also be scored by teachers at different grade levels to ensure consistency.

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.

NORTH GWINNETT MIDDLE

LSPI Continued

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Infusing writing across all curriculum areas

Content teachers and connections teachers will utilize open ended and free response questions through classwork assignments and formative assessments. Writing activities will vary in product, purpose and audience. All students will benefit from this infusion of writing.

Literacy Instruction

The Instructional Coach will train teachers in each grade level on the use of the state scoring rubric for writing assessment. Sixth and seventh grade teachers will be trained on a variety of writing strategies and techniques to enhance writing instruction. All grade levels will focus on a balanced literacy approach by incorporating reading and writing in their content classes. The instructional coach will provide content specific literacy based activities for all content areas, including connections. This instruction is provided for all teachers.

Annual Objective

North Gwinnett 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, use of Singapore Math and parental involvement. All students will be held accountable for grade level curriculum.

Associated Goals

Goal: Rigor and Acceleration

Implementation Design

Common Assessments

All math teachers will collaboratively develop common assessments for each unit of instruction. In addition, they will analyze student performance on the common assessments to plan for intervention and enrichment activities. Common assessments will include multiple choice, open ended items and performance assessments/exemplar questions.

NORTH GWINNETT MIDDLE

LSPI Continued

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Common Curriculum Meetings

All math teachers will meet on a weekly basis during their planning time to identify best practices for instruction and collaboratively plan every instructional unit. They will follow a common instructional calendar and share lesson ideas that incorporate research-based instructional strategies. Teachers will analyze and disaggregate data from local, county and state assessments. Identified areas of weakness will be retaught and reassessed through common summative assessments for student mastery. Math teachers meet vertically, once a month to share strategies and discuss AKS strands and initiatives. They also meet once a quarter to prepare common assessments. Teachers are required to complete two observations throughout the year of another teacher in the building. This observation is called "Admire and Acquire".

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: 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.

Departmental Model

Eighth grade math will follow a departmental model, where all math classes will be in close proximity to foster collaboration and peer observations among teachers and to provide flexible scheduling for differentiation of instruction.

Math Connections Class

Math Connections classes will be offered in every grade level during connections for remediation of basic skills and preview of current grade level AKS. CRCT data will be used to identify the targeted students each nine weeks. Instructional strategies will include previewing of upcoming AKS, calendar math, manipulative and a variety of technology resources. The focus of the class will be to move these students from one level to the next on the Math subtest of the CRCT. Students in this class should show improvement from their previous year's CRCT score.

NORTH GWINNETT MIDDLE

LSPI Continued

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Morning Tutoring

Additional math tutoring takes place 5 days per week in math classrooms throughout the building. Students may come in for small group tutoring with their math teacher before school begins.

SEAM (Special Education and Math)

Collaborative SEAM pairs will participate in after school math staff development to receive training in effective math strategies which are specifically targeted at helping special education students achieve grade level content. Sixth, seventh, and eighth grade SEAM teacher collaborative pairs have identified level one students who are struggling in math and created a skills based math group which will meet during Bulldog Pride time.

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Singapore Math Method

Special Education and Connections Math teachers will receive training using the Singapore Math method. This method has been proven to be highly effective with students who struggle in math. The implementation of the strategy within the classrooms will be monitored through student progress and classroom observations.

SD: Singapore Math Method

GCPS Math department will provide staff development for Singapore Math. Special Education and math connections teachers will receive this training.

Technology in the Math Classroom

Teachers consistently utilize a variety of technology during math classes. Every math teacher is equipped with an InterWrite Tablet which they use on a daily basis. Teachers also take advantage of Destination Math and Study Island to provide individualized instruction and practice.

Annual Objective

North Gwinnett Middle School will increase academic performance in science for students in all subgroups to exceed annual targets through meaningful collaboration, engaged lessons, hands on labs and accelerated curriculum.

NORTH GWINNETT MIDDLE

LSPI Continued

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Associated Goals

Goal: Rigor and Acceleration

Implementation Design

Accelerated Science

Students at NGMS have the opportunity to participate in Accelerated Science in all three grade levels. Students were identified based on standardized test scores, however, parents have the option of enrolling their child in the accelerated class. The curriculum for the accelerated class includes additional AKS and deeper level of conceptual understanding. Eighth students who participate in the accelerated courses offered will qualify for the AP Biology course in 9th grade at NGHS.

Common Assessments

All science teachers will collaboratively develop common assessments for each unit of instruction. In addition, they will analyze student performance on the common assessments to plan for intervention and enrichment activities. Common assessments will include multiple choice, open ended items and performance assessments/exemplar questions.

NORTH GWINNETT MIDDLE

LSPI Continued

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Common Curriculum Planning

All science teachers will meet on a weekly basis during their planning time to identify best practices for instruction and collaboratively plan every instructional unit. They will follow a common instructional calendar and share lesson ideas that incorporate research-based instructional strategies. Teachers will analyze and disaggregate data from local, county and state assessments. Identified areas of weakness will be retaught and reassessed through common summative assessments for student mastery. Science teachers meet vertically, once a month to share strategies and discuss AKS strands and initiatives. They also meet once a quarter to prepare common assessments. Teachers are required to complete two observations throughout the year of another teacher in the building. This observation is called "Admire and Acquire".

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 ...

Departmental Model

Eighth grade Science will follow a departmental model, where all science classes will be in close proximity to foster collaboration and peer observations among teachers and to provide flexible scheduling for differentiation of instruction.