



2011 - 2012 Local School Plan For Improvement

LSPI Objectives

TWIN RIVERS MIDDLE

Linda C Boyd, *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: Establish a k-12 standard for rigor resulting in increased participation in and successful completion of accelerated courses and in the number of students scoring a 3, 4, or 5 on Advanced Placement Tests in high school.

Objective: Increase academic performance in Science for all students, particularly students with disabilities, black, and Hispanic subgroups, to meet or exceed baseline targets through collaborative planning with subject area teachers, inquiry-based lessons, literacy development, use of writing prompts, and targeted enrichment/interventions.

Goal: No goal associated with this objective

Objective: 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.

TWIN RIVERS MIDDLE

LSPI Continued

Linda C Boyd, *Principal*

Dr. Steven W Flynt, *Area Superintendent*

2011-2012 Long Term Goals and Objectives

Goal: Twin Rivers Middle School will prepare students to demonstrate world-class standards for literacy, numeracy, and problem-solving. All students will leave middle school prepared to successfully participate in advanced placement courses at the high school level.

Objective: Increase academic performance in English/Language Arts, Reading, and Writing 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, a balanced literacy approach that includes: direct reading instruction across genres, direct writing instruction, the integration of grammar instruction, and targeted interventions.

Objective: Increase academic performance in mathematics for all students, particularly for the students with disabilities, black, and Hispanic subgroups, to meet or exceed baseline targets through collaborative planning with subject area teachers, problem-solving strategies, vocabulary development, frequent comprehensive formative assessments, and targeted interventions.

TWIN RIVERS MIDDLE

LSPI Continued

Linda C Boyd, *Principal*

Dr. Steven W Flynt, *Area Superintendent*

Schools Goals - TWIN RIVERS MIDDLE

Goal Title	Goal	Start School Year	End School Year
Excellence for All Students Through Rigorous Instruction and Assessment	Twin Rivers Middle School will prepare students to demonstrate world-class standards for literacy, numeracy, and problem-solving. All students will leave middle school prepared to successfully participate in advanced placement courses at the high school level.	2010-11	2017-18
Standard for Rigor	Establish a k-12 standard for rigor resulting in increased participation in and successful completion of accelerated courses and in the number of students scoring a 3, 4, or 5 on Advanced Placement Tests in high school.	2010-11	2015-16

Annual Objective

Increase academic performance in English/Language Arts, Reading, and Writing 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, a balanced literacy approach that includes: direct reading instruction across genres, direct writing instruction, the integration of grammar instruction, and targeted interventions.

Associated Goals

Goal: Excellence for All Students Through Rigorous Instruction and Assessment

Implementation Design

Cluster Initiative for Rigorous Instruction & Assessment

A team of teacher leaders in the Mountain View Cluster will continue to lead our rigor initiative. Teachers will utilize Interactive Note-taking and Summarizing strategies to increase students' comprehension and critical thinking skills. Selected teachers across the cluster will also have the opportunity to visit cluster schools to observe the use of these strategies. The vertical team will develop a database for instructional activities/lessons that support the rigor initiative across the cluster in a consistent and pervasive manner.

TWIN RIVERS MIDDLE

LSPI Continued

Linda C Boyd, *Principal*

Dr. Steven W Flynt, *Area Superintendent*

SD: Acceleration for All

Selected staff will participate in 3 on-line courses focusing on acceleration strategies. Critical thinking, problem-solving, and real-life applications of content will be included.

SD: Mountain View Cluster Interactive Note-Taking

Cluster representatives will continue a vertical team initiative focusing on Summarizing and Interactive Note-taking skills. Participants will continue to develop grade level standards for students, train other teachers within the school, and model/instruct students. Participants will observe teachers effectively using the strategies at the elementary, middle, and high school levels.

SD: Mountain View Cluster Rigor Training

School representatives will participate in a training session with Dr. Dan Mulligan. The focus will be on Common Assessments and Increasing Academic Rigor.

Collaborative Instructional Planning

All language arts teachers will continue to 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. In addition, language arts teachers and social studies teachers will have a joint meeting once a month to plan collaborative lessons, share content specific vocabulary, and strategies so that students learn skills across content areas.

SD: Best Practices for Enhancing Instruction

Teachers may elect to participate in a collaborative book study for Teach Like A Champion, 49 Techniques That Put Students on the Path to College.

SD: Effective Direct Reading Strategies

Teachers will be provided release time to participate in training focused on vocabulary development, pre-reading, during reading, and after reading strategies.

SD: Implementing Balanced Literacy Across the Curriculum

Teachers will be provided release time for collaborative planning. Instructional design will be the focus, where teachers identify, plan, and implement direct reading and writing strategies across the curriculum. The strategies will include best practices as noted by research and data-driven decision-making.

TWIN RIVERS MIDDLE

LSPI Continued

Linda C Boyd, *Principal*

Dr. Steven W Flynt, *Area Superintendent*

Common Unit Assessments

All language arts teachers will collaboratively develop common assessments for each unit of instruction. Assessments will include a balance of questions with an emphasis on rigor (as outlined by an item's depth of knowledge requirements). In addition, they will analyze student performance on the common assessments to plan for intervention and enrichment activities.

Diagnostic Writing Samples

Writing samples will be completed in every grade level in the fall and scored by teachers. Seventh grade samples will be completed again in the spring and scored by teachers. In the fall eighth grade samples will be submitted for scoring to the Georgia Center for Assessment and the 7th grade samples will be submitted for scoring in the spring. The results from the scoring will be used to target instruction and improve students' writing skills.

SD: Best Practices for Writing Instruction and Assessment

Language arts teachers will be given release time to participate in training with Kevin Raczynski from the Georgia Center for Assessment. The training will focus on assessing student writing and instructional strategies that enable students to develop ideas and style in their writing.

Reading & Writing Enrichment

Reading Enrichment and Writing Enrichment classes will be offered in every grade level during connections. CRCT data will be used to identify targeted students for each nine weeks. Sections will be created to focus on increasing the number of students who Exceed Standards and the number of students who move from Does Not Meet to Meets Standards.

Annual Objective

Increase academic performance in mathematics for all students, particularly for the students with disabilities, black, and Hispanic subgroups, to meet or exceed baseline targets through collaborative planning with subject area teachers, problem-solving strategies, vocabulary development, frequent comprehensive formative assessments, and targeted interventions.

Associated Goals

TWIN RIVERS MIDDLE

LSPI Continued

Linda C Boyd, *Principal*

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Goal: Excellence for All Students Through Rigorous Instruction and Assessment

Implementation Design

Bear Dash

Students will participate daily in a two-minute computational drill focused on basic skills. Students set goals and chart their progress on each drill set. Drill sets focus on grade level specific targets.

Cluster Initiative for Rigorous Instruction and Assessment

A team of teacher leaders in the Mountain View Cluster will continue to lead our rigor initiative. Teachers will utilize Interactive Note-taking and Summarizing strategies to increase students' comprehension and critical thinking skills. Selected teachers across the cluster will also have the opportunity to visit cluster schools to observe the use of these strategies. The vertical team will develop a database for instructional activities/lessons that support the rigor initiative across the cluster in a consistent and pervasive manner.

SD: Acceleration for All

Selected staff will participate in 3 on-line courses focusing on acceleration strategies. Critical thinking, problem-solving, and real-life applications of content will be included.

SD: Mountain View Cluster Interactive Note-Taking

Cluster representatives will continue a vertical team initiative focusing on Summarizing and Interactive Note-taking skills. Participants will continue to develop grade level standards for students, train other teachers within the school, and model/instruct students. Participants will observe teachers effectively using the strategies at the elementary, middle, and high school levels.

SD: Mountain View Cluster Rigor Training

School representatives will participate in a training session with Dr. Dan Mulligan. The focus will be on Common Assessments and Increasing Academic Rigor.

TWIN RIVERS MIDDLE

LSPI Continued

Linda C Boyd, *Principal*

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Collaborative Instructional Planning

All math teachers will continue to 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. In addition, math teachers and science teachers will have a joint meeting once a month to plan collaborative lessons, share content specific vocabulary, and strategies so that students learn skills across content areas.

SD: Best Practices for Enhancing Instruction

Teachers may elect to participate in a collaborative book study for *Teach Like A Champion, 49 Techniques That Put Students on the Path to College*.

SD: Implementing Balanced Numeracy Across the Curriculum

Teachers will be provided release time for collaborative planning. Instructional design will be the focus, where teachers identify, plan, and implement strategies for vocabulary, rigorous questioning, and problem-solving skills. The strategies will include best practices as noted by research and data-driven decision-making.

Common Unit 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.

Math Enrichment Classes

Math Enrichment classes will be offered in every grade level during connections. CRCT data will be used to identify targeted students for each nine weeks. Sections will be created to focus on increasing the number of students who Exceed Standards and the number of students who move from Does Not Meet to Meets Standards.

TWIN RIVERS MIDDLE

LSPI Continued

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Using Technology in the Math Classroom

Math teachers will incorporate technology tools to enhance student learning through the use of the Navigator System, TI-84 calculators, MOBIs, and Elluminate for reteaching.

SD: Elluminate Development Training

Teachers will learn how to develop Elluminate sessions in order to provide reteaching opportunities before students take retests.

SD: Navigator System Training

Eighth grade math teachers will be trained on the Navigator System to be used with their TI 84 calculators.

Vertical Alignment for Methodology

Teacher leaders in math, representing each grade level and program area, will meet on a regular basis to develop a common set of content vocabulary and to identify best practices for instruction and assessment. In addition, all math teachers will meet on a quarterly basis to ensure vertical alignment for instruction and assessment.

SD: Effective Mathematics Instruction

Teachers will be provided release time to participate in training focused on vocabulary development, rigorous questioning techniques, vertical alignment of methodologies, mathematical reasoning, and school-wide plan for problem-solving.

Annual Objective

Increase academic performance in Science for all students, particularly students with disabilities, black, and Hispanic subgroups, to meet or exceed baseline targets through collaborative planning with subject area teachers, inquiry-based lessons, literacy development, use of writing prompts, and targeted enrichment/interventions.

Associated Goals

Goal: Standard for Rigor

Implementation Design

TWIN RIVERS MIDDLE

LSPI Continued

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Cluster Initiative for Rigorous Instruction and Assessment

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SD: Acceleration for All

Selected staff will participate in 3 on-line courses focusing on acceleration strategies. Critical thinking, problem-solving, and real-life applications of content will be included.

SD: Mountain View Cluster Interactive Note-Taking

Cluster representatives will continue a vertical team initiative focusing on Summarizing and Interactive Note-taking skills. Participants will continue to develop grade level standards for students, train other teachers within the school, and model/instruct students. Participants will observe teachers effectively using the strategies at the elementary, middle, and high school levels.

SD: Mountain View Cluster Rigor Training

School representatives will participate in a training session with Dr. Dan Mulligan. The focus will be on Common Assessments and Increasing Academic Rigor.

TWIN RIVERS MIDDLE

LSPI Continued

Linda C Boyd, *Principal*

Dr. Steven W Flynt, *Area Superintendent*

Collaborative Instructional Planning

All science teachers will continue to 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. In addition, math teachers and science teachers will have a joint meeting once a month to plan collaborative lessons, share content specific vocabulary, and strategies so that students learn skills across content areas.

SD: Best Practices for Enhancing Instruction

Teachers may elect to participate in a collaborative book study for *Teach Like A Champion, 49 Techniques That Put Students on the Path to College*.

SD: Depth of Knowledge Training Follow-Up

Science teachers will participate in follow-up training for depth of knowledge. Teachers will work with district personnel to evaluate the DOK levels for items on common unit assessments. The focus of the discussion will be on level 2 and level 3 assessment items.

Common Unit Assessments

All science teachers will collaboratively develop common assessments for each unit of instruction. Assessments will include a balance of questions with an emphasis on rigor (as outlined by an item's depth of knowledge requirements). In addition, they will analyze student performance on the common assessments to plan for intervention and enrichment activities.

Reading and Writing in Science

All science teachers will utilize reading strategies that increase students' comprehension skills, vocabulary development in science, and writing skills. All assessments will include reading passages and questions that require written responses from students. Students will also be required to respond to a document-based writing prompt specific to grade level science content.

SD: Direct Reading Strategies in Science

Science teachers will receive release time to participate in training focused on vocabulary development, pre-reading, during reading, and after reading strategies.

SD: Writing in Science

Participants will increase their knowledge and skills of technical writing and assessing students' writing in science.

TWIN RIVERS MIDDLE

LSPi Continued

Linda C Boyd, *Principal*

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Science Enrichment Classes

Science Enrichment classes will be offered in every grade level during connections. CRCT data will be used to identify targeted students for each nine weeks. Sections will be created to focus on increasing the number of students who Exceed Standards and the number of students who move from Does Not Meet to Meets Standards. In addition, Accelerated Science will be offered to qualifying students in grades 7 and 8.

Annual Objective

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.

Associated Goals

Goal: No goal associated with this objective

Implementation Design

Common Assessments

All social studies 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.

Reading and Writing in Social Studies

All social studies teachers will utilize reading strategies that increase students' comprehension skills, vocabulary development in social studies, and writing skills. All assessments will include reading passages and questions that require written responses from students. Teachers will also develop semester writing prompts to increase students' technical writing skills.

TWIN RIVERS MIDDLE

LSPI Continued

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Weekly Curriculum Meetings

All social studies teachers will meet on a weekly basis during their planning time to identify best practices for instruction and collaboratively plan each instructional unit. They will follow a common instructional calendar and share lesson ideas that incorporate research-based instructional strategies.