



# 2010-2011 Local School Plan For Improvement

## LSPI Objectives

December 2010

## CREEKLAND MIDDLE

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *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:** Creekland Middle students will become confident and knowledgeable problem-solvers, who have a conceptual understanding of numbers, can compute, apply, think critically, and communicate their thoughts and mathematical reasoning effectively.

**Objective:** Creekland Middle School will increase academic performance in mathematics for all students with targeted support for the ELL/LEP, SWD/special education, economically disadvantaged, Asian, African American, Hispanic, and Multiracial subgroups to meet or exceed annual targets through collaborative planning with math teachers for authentic student engagement, problem solving strategies, differentiation, and vocabulary development.

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### 2010-2011 Long Term Goals and Objectives

**Objective:** Creekland Middle School will increase academic performance for special education students in Mathematics to meet or exceed annual targets through collaborative planning with teachers where they will share lesson plans and best practices to promote authentic engagement through quality plus teaching strategies, differentiation of instructions, problem solving strategies, and vocabulary development. Increased student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. The collaborative meetings will provide an opportunity for teachers to review strategies, student engagement, re-design, delivery and implementation. The leadership team will provide focused walk-throughs to observe for the implementation of strategies shared and discussed in the collaboration meetings. The walk-throughs will provide information for conversations with teachers regarding student engagement, learning and redesign for implementations of best practices.

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### 2010-2011 Long Term Goals and Objectives

**Goal:** Creekland Middle will increase academic performance in language arts including reading, writing, and the application of these skills into math, science, and social studies in all subgroups to meet and/or exceed annual targets.

**Objective:** Creekland Middle School will increase academic performance for SWD/special education subgroup to meet or exceed annual targets in reading, language arts and writing through collaborative planning and peer coaching with SWD teachers for authentic student engagement, differentiation of instruction, reading and writing strategies with vocabulary development. Teachers will create and share lesson plans as well as demonstrate best practices during regular collaborative meeting which will lead to an increase in student achievement which will be evident in grades and CRCT results. The collaborative meetings will provide an opportunity for teachers to review strategies and student engagement for re-design, delivery and implementation. Walk-throughs provided by the leadership team will be focused on the implementation of specific strategies shared and discussed in the collaborative meetings. The walk-throughs will lead to one-on-one conversations regarding student engagement, learning and re-teaching of strategies.

**Objective:** Creekland Middle School will increase academic performance in language arts for all students with targeted support for the ELL/LEP, SWD/special education, and Hispanic subgroups to meet or exceed annual targets through collaborative planning and peer coaching with language arts teachers for authentic student engagement, differentiation strategies, vocabulary development strategies, and models for co-teaching

**Objective:** Creekland Middle School Connection teachers will incorporate teaching strategies to increase academic performance in language arts for all students with targeted support for the ELL/LEP, SWD/special education, and Hispanic subgroups to meet or exceed annual targets through collaboration with language arts teachers for authentic student engagement, differentiation strategies, vocabulary development strategies, and models for co-teaching.

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### 2010-2011 Long Term Goals and Objectives

**Goal:** No goal associated with this objective

**Objective:**

Creekland Middle School will increase academic performance in science for all students with targeted support for the ELL/LEP, SWD/special education, economically disadvantaged, Asian, Hispanic, Multiracial, and White subgroups to meet or exceed annual targets through collaborative planning with subject area teachers for authentic student achievement, problem solving and laboratory investigations, differentiation, and vocabulary development.

**Objective:** Creekland Middle School will increase academic performance in social studies for all students with targeted support for the ELL/LEP, SWD/Special Education, and Hispanic subgroups to meet or exceed annual targets through collaborative planning with social studies teachers emphasizing authentic student engagement, reading and writing strategies, differentiation, and vocabulary development.

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### Schools Goals - CREEKLAND MIDDLE

Goal Title	Goal	Start School Year	End School Year
Cluster of Collaboration	The Collins Hill Cluster will foster a culture of collaboration and cooperation in an effort to become a cluster of world-class schools.	2010-11	2015-16
Literacy Goal 6th - 8th	Creekland Middle will increase academic performance in language arts including reading, writing, and the application of these skills into math, science, and social studies in all subgroups to meet and/or exceed annual targets.	2010-11	2013-14
Mathematics Goal 6th - 8th	Creekland Middle students will become confident and knowledgeable problem-solvers, who have a conceptual understanding of numbers, can compute, apply, think critically, and communicate their thoughts and mathematical reasoning effectively.	2010-11	2013-14

### Annual Objective

Creekland Middle School will increase academic performance in mathematics for all students with targeted support for the ELL/LEP, SWD/special education, economically disadvantaged, Asian, African American, Hispanic, and Multiracial subgroups to meet or exceed annual targets through collaborative planning with math teachers for authentic student engagement, problem solving strategies, differentiation, and vocabulary development.

### Associated Goals

**Goal:** Mathematics Goal 6th - 8th

### Implementation Design

#### Book Study - Differentiation in the Math Classroom

Math teachers will participate in a book study on differentiation in the math classroom. This study will include a fieldbook with ideas and products to implement in the classroom. The purpose for this book study is to increase the level of differentiation in the math classroom. Student engagement will be increased by differentiating to meet the needs of all students in the classroom. The use of differentiation strategies will be monitored during focused leadership walk-throughs which will lead to one-on-one conversations and discussion during collaborative planning meetings.

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

**SD: Book Study - Differentiation in the Math Classroom**

Math teachers will participate in a book study on differentiation in the math classroom. This book study will include a fieldbook with ideas and products to implement in the classroom.

**Peer Mentoring and Observations**

All math teachers will participate in peer observations and mentoring activities within the math department. Each math teacher will have the opportunity to meet with and observe another math teacher each month. Teachers will focus on sharing strategies to increase student engagement. Teachers share strategies during collaborative planning meetings which can be followed up during these observations.

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### Planning for WOW!

Teachers will be active participants in weekly collaboration where they will create and share lesson plans that focus on increasing authentic student engagement. Teachers will incorporate Quality-Plus Teaching Strategies that are focused on Creekland's five common classroom expectations. (collaboration, differentiation, essential questions, evidence of learning/engagement, summarization) Increasing authentic student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. During focused walk-throughs leadership will look for implementation of strategies shared and discussed in the weekly collaboration meetings. The walk-throughs will lead to one-on-one conversations regarding student engagement and learning. Teachers will return to weekly collaboration meetings to discuss the implementation of the strategy and the impact on learning.

#### 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: Instructional Best Practices - Grade Level

Monthly grade level meetings are planned to deliver instructional best practices to our staff. These grade level meetings will address common themes throughout the year such as writing in all curriculum areas, using data, lexile scores, and quality plus teaching strategies.

#### 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.

#### SD: ONLINE BOOK STUDY – CLASSROOM DISCUSSIONS: Using Math Talk to Help Students Learn, Grades K-6 by Chapin, O’Connor, & Anderson, 2nd ed. - MIDDLE SCHOOL

This course is designed to provide ongoing collaborative discussions to improve teaching and learning in Mathematics. It promotes the effective use of questioning and teaches effective tools for increasing student thinking.

#### SD: ONLINE TUTORIALS TO IMPROVE VERTICAL ALIGNMENT - MIDDLE SCHOOL

This course is designed to provide teachers an opportunity to understand the vertical alignment in mathematics from 5th to 9th grades. Teachers could earn 1 PLU for going through the online tutorials that are provided free of charge to teachers through Online Campus. This self-paced course should conclude with vertical conversations at the local school to improve teaching and learning of Mathematics. Teachers will be required to go through the tutorials one grade level below the grade they are teaching and one grade level above the grade they are teaching.

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### **SD: Planning for WOW! Weekly Curriculum Meeting**

Teachers will be active participants in weekly collaboration where they will create and share lesson plans and common assessments that focus on increasing authentic student engagement.

### **Targeted Assistance**

Teachers will provide before and after school tutorials for all students. These sessions will target areas of need based on student performance. Math connection classes have been scheduled for targeted students that will focus on moving students from level 1 to 2 and level 2 to 3 on the CRCT. Students are scheduled into the connection class based on their math CRCT results from the 2009 - 2010.

### **Annual Objective**

Creekland Middle School will increase academic performance for special education students in Mathematics to meet or exceed annual targets through collaborative planning with teachers where they will share lesson plans and best practices to promote authentic engagement through quality plus teaching strategies, differentiation of instructions, problem solving strategies, and vocabulary development. Increased student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. The collaborative meetings will provide an opportunity for teachers to review strategies, student engagement, re-design, delivery and implementation. The leadership team will provide focused walk-throughs to observe for the implementation of strategies shared and discussed in the collaboration meetings. The walk-throughs will provide information for conversations with teachers regarding student engagement, learning and redesign for implementations of best practices.

### **Associated Goals**

**Goal:** Mathematics Goal 6th - 8th

### **Implementation Design**

#### **Collaborative Meetings**

Teachers will meet weekly to address instructional strategies and best practices to improve student achievement.



# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### Instruction & Implementation

Special Education Self- Contained Teachers will design and implement the use of centers for grade level content to promote authentic engagement and increase academic performance for all students.

#### 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: Classroom Instruction

Using centers to provide instruction for grade level content for special education self-contained model.

### Targeted Assistance

Teachers will collaborate to develop strategies to provide assistance and support to the target students who did not meet or exceed assessment standards for classes provided during the regular school day as well as before and after-school tutorials.

### Annual Objective

Creekland Middle School will increase academic performance for SWD/special education subgroup to meet or exceed annual targets in reading, language arts and writing through collaborative planning and peer coaching with SWD teachers for authentic student engagement, differentiation of instruction, reading and writing strategies with vocabulary development. Teachers will create and share lesson plans as well as demonstrate best practices during regular collaborative meeting which will lead to an increase in student achievement which will be evident in grades and CRCT results. The collaborative meetings will provide an opportunity for teachers to review strategies and student engagement for re-design, delivery and implementation. Walk-throughs provided by the leadership team will focused on the implementation of specific strategies shared and discussed in the collaborative meetings. The walk-throughs will lead to one-on-one conversations regarding student engagement, learning and re-teaching of strategies.

### Associated Goals

Goal: Literacy Goal 6th - 8th

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

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### Implementation Design

#### Boot-Camp For Success

Students will attend a class to address areas of weakness to improve grades and CRCT results.

#### Language Arts & Reading Improvements

Special Education Resource and Self-Contained teachers from the Language Arts content will meet to create, design and share lesson plans, strategies and resources to address areas of weakness as noted from the CRCT data for implementation for the classroom to increase student achievement which will be evident in student grades and CRCT results. Teachers will return to weekly meeting to discuss what worked, what did not work and redesign strategies for implementation for the classroom

#### Math Strategies and Technology

All math special education teachers both resource and self-contained will meet to create, share and develop lesson plans to facilitate the use of hands-on-manipulatives and activities through the use of technology for the SWD/special education subgroup.

#### Planning and Implementation for "WOW"

Teachers will collaborate for creating lessons and activities which will enhance student engagement.

#### Writing Strategies

Collaboration with Special Education language arts teachers to formulate strategies to enhance the writing process which will incorporate the Quality Plus Teaching Strategies to promote student achievement

#### SD: Writing Process

Review of the writing process to formulate strategies to address students whose skills are deficient in this area.

### Annual Objective

Creeklund Middle School will increase academic performance in language arts for all students with targeted support for the ELL/LEP, SWD/special education, and Hispanic subgroups to meet or exceed annual targets through collaborative planning and peer coaching with language arts teachers for authentic student engagement, differentiation strategies, vocabulary development strategies, and models for co-teaching

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

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### Associated Goals

**Goal:** Literacy Goal 6th - 8th

### Implementation Design

#### Book Study groups

Teachers will participate in a book study to focus on embedding writing in the content areas. Sixth grade teachers will have study groups that will focus on embedding student leadership into daily classroom practice (utilizing Covey's *The Leader in Me*) as well as building a positive community/classroom environment (utilizing Gordon's *The Energy Bus*). The sixth grade teachers will utilize small group teacher leadership groups to embed these strategies in daily classroom practice. The teachers participating in the Collins Hill vertical Writing Grant will utilize the strategies from Anderson's *Mechanically Inclined* to improve writing across all levels. Teachers will be expected to read the book, study and discuss the effectiveness of these strategies in daily classroom practice, and then also discuss the implementation in collaborative groups. .

**SD:** Teachers will collaborate to discuss Quality Plus strategies.

Teachers will meet a minimum of 10 times to have dialog about designated topic and how to embed Quality Plus teaching strategies into the classroom.

# CREEKLAND MIDDLE

## LSPi Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### **Planning for WOW! Language Arts Curriculum Collaboration**

Teachers will be active participants in weekly collaboration where they will create and share lesson plans that focus on increasing authentic student engagement. Teachers will incorporate Quality-Plus Teaching Strategies that are focused on Creekland's five common classroom expectations. (collaboration, differentiation, essential questions, evidence of learning/engagement, summarization) Increasing authentic student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. During focused walk-throughs leadership will look for implementation of strategies shared and discussed in the weekly collaboration meetings. The walk-throughs will lead to one-on-one conversations regarding student engagement and learning. Teachers will return to weekly collaboration meetings to discuss the implementation of strategies and the impact on student learning.

#### **SD: Planning for WOW! Collaborative Curriculum Meetings**

Teachers will collaborate weekly to plan for WOW! lessons using the 13 Quality Plus Teaching strategies and best practices to ensure student engagement

#### **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.

#### **SD: VISION 2016, PHASE 1, COHORT 2**

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

### **School-wide writing support initiative**

Students will participate in a school-wide writing initiative to improve writing skills during Homeroom period. Students will have a target activity each day to improve writing skills.

### **Targeted Assistance: Grades 6-8 Reading and Writing**

Students will receive additional support in Reading and Writing Connections class.

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

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### Vertical Writing in the Collins Hill Cluster

With the support of grant awarded to the Collins Hill Cluster, teachers will participate in professional learning. The focus of this professional learning is to develop our students in the area of writing as a K-12 effort. The elements of our professional learning will include the following: teacher observations across levels, focused instruction by Jeff Anderson (DVD and book study), implementation of practical strategies taught to be implemented in the classroom. Participants will embed lessons from the professional learning into classroom practice. Contacts for this effort: Susan Opferman (CMS), Lisa Newhouse (WGES), Nancy Childers (RSES)

#### 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.

#### SD: VISION 2016, PHASE 1, COHORT 2

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

### Annual Objective

Creekland Middle School will increase academic performance in science for all students with targeted support for the ELL/LEP, SWD/special education, economically disadvantaged, Asian, Hispanic, Multiracial, and White subgroups to meet or exceed annual targets through collaborative planning with subject area teachers for authentic student achievement, problem solving and laboratory investigations, differentiation, and vocabulary development.

### Associated Goals

**Goal:** No goal associated with this objective

### Implementation Design

#### Book Study

Science teachers will meet for ten hours to discuss a book chosen by the group related to teaching and learning.

# CREEKLAND MIDDLE

## LSPi Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

**SD:** Teachers will share opinions and ideas presented in a commonly read book.

Teachers will participate in a book study by meeting five or more times for two hours each time to discuss the book read by each outside of school hours. The book will focus on increasing authentic student engagement, with an emphasis on Creekland's five common classroom expectations. Increasing student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. During focused walkthroughs, leadership will look for implementation of strategies shared and discussed in the book study meetings. The walkthroughs will lead to one-on-one conversations regarding student engagement and learning.

### **Planning for WOW!**

Science teachers will collaborate weekly to create lesson plans promoting authentic student engagement, utilizing the thirteen Quality-Plus Teaching Strategies.

### **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 ...

### **SD: Planning for WOW weekly curriculum meetings**

Science teachers will be active participants in weekly collaboration where they will create and share lesson plans that focus on increasing authentic student engagement. Teachers will incorporate Quality Plus Teaching Strategies that are focused on Creekland's five common classroom expectations (collaboration, differentiation, Essential Questions, evidence of learning/engagement, summarization). Increasing authentic student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. During focused walkthroughs, leadership will look for implementation of strategies shared and discussed in the weekly collaboration meetings. The walkthroughs will lead to one-on-one conversations regarding student engagement and learning. Teachers will return to weekly collaboration meetings and discuss the implementation and impact of the strategies on student learning.

# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### Targeted Assistance

A science connections class will focus on moving students from Level 1 to Level 2 and Level 2 to Level 3 on the CRCT. Students will be scheduled into the science connections classes based on their 2009-10 CRCT scores.

### Annual Objective

Creekland Middle School will increase academic performance in social studies for all students with targeted support for the ELL/LEP, SWD/Special Education, and Hispanic subgroups to meet or exceed annual targets through collaborative planning with social studies teachers emphasizing authentic student engagement, reading and writing strategies, differentiation, and vocabulary development.

### Associated Goals

**Goal:** No goal associated with this objective

### Implementation Design

#### Planning for WOW!

Teachers will be active participants in weekly collaboration where they will create and share lesson plans that focus on increasing authentic student engagement. Teachers will incorporate quality-plus teaching strategies that are focused on Creekland's five common classroom expectations (collaboration, differentiation, essential questions, evidence of learning/engagement, summarization). Increasing authentic student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. During focused walk throughs, leadership will look for implementation of strategies shared and discussed in the weekly collaboration meetings. The focused walk throughs will lead to one-on-one conversations regarding student engagement and learning.

# CREEKLAND MIDDLE

## LSPi Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

**SD: Planning for WOW!**

Social Studies teachers will be active participants in weekly collaboration where they will create and share lesson plans that focus on increasing authentic student engagement. Teachers will incorporate Quality Plus Teaching Strategies that are focused on Creekland's five common classroom expectations (collaboration, differentiation, Essential Questions, evidence of learning/engagement, summarization). Increasing authentic student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. During focused walkthroughs, leadership will look for implementation of strategies shared and discussed in the weekly collaboration meetings. The walkthroughs will lead to one-on-one conversations regarding student engagement and learning. Teachers will return to weekly collaboration meetings and discuss the implementation and impact of the strategies on student learning.

**SD: SOCIAL STUDIES AND THE LITERATURE CONNECTION**

This course is designed to assist teachers in grades K-5 to integrate social studies content with reading strategies. Participants will be provided with materials to assist their students to be successful in reading comprehension in social studies.

**SD: USING DOK AND QPLUS STRATEGIES IN THE MIDDLE SCHOOL SOCIAL STUDIES CLASSROOM**

This interactive session will provide teachers with lessons and activities that incorporate the QPTS to the AKS and Instructional Calendar.

**Teachers will participate in a book study in groups of five or more**

Eighth Grade Academy teachers will participate in a book study focusing on classroom management.

**SD: Book Study for 8th Grade Academy Teachers focusing on classroom management.**

Teachers will participate in a book study by meeting five or more times for two hours each to discuss the book teachers read outside of school hours. The book will focus on increasing authentic student engagement, with an emphasis on Creekland's five common classroom expectations. Increasing student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. During focused walkthroughs, leadership will look for implementation of strategies shared and discussed in the book study meetings. The walkthroughs will lead to one-on-one conversations regarding student engagement and learning.

### Annual Objective

Creekland Middle School Connection teachers will incorporate teaching strategies to increase academic performance in language arts for all students with targeted support for the ELL/LEP, SWD/special education, and Hispanic subgroups to meet or exceed annual targets through collaboration with language arts teachers for authentic student engagement, differentiation strategies, vocabulary development strategies, and models for co-teaching.



# CREEKLAND MIDDLE

## LSPI Continued

Bill H Kruskamp, *Principal*

Dr. Gale Hey, *Area Superintendent*

### Associated Goals

**Goal:** Literacy Goal 6th - 8th

### Implementation Design

#### Planning for WOW!

Teachers will meet weekly to create lesson plans and promote authentic student engagement.

#### **SD:** Planning for WOW! Collaborative Curriculum Meetings

Teachers will meet weekly to create and share lesson plans and promote authentic student engagement. Teachers will incorporate quality plus teaching strategies that are focused on Creekland's five common classroom expectations (collaboration, differentiation, essential questions, evidence of learning/engagement, seminar). Increasing authentic student engagement will lead to an increase in student achievement which will be evident in student grades and CRCT results. During focused walk-throughs, leadership will look for implementation of strategies shared and discussed in the weekly collaboration. The focused walk-throughs will lead to 1-on-1 conversations regarding student engagement and learning. After implementation strategies, teachers will return to weekly collaboration meetings and discuss the implementation and the impact of strategies on student learning.