



2010-2011 Local School Plan For Improvement

LSPi Objectives

December 2010

RADLOFF MIDDLE SCHOOL

Patty J Heitmuller, *Principal*

Calvin Watts, *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: Louise Radloff Middle School will increase the number of students taking accelerated content classes so they may graduate High School in four years prepared to engage in post-secondary options of their choice.

Objective: Radloff MS will increase academic performance in science across all subgroups to meet or exceed annual targets through focused professional development, teacher collaboration, and a variety of instructional strategies including differentiated instruction.

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

Objective: Radloff MS will increase academic performance in reading and language arts across all subgroups to meet or exceed annual targets through focused professional development across all content areas, teacher collaboration, and a variety of instructional strategies including differentiated instruction. Students with disabilities will be targeted for increasing the percentage of students in the meets and/or exceeds categories.

RADLOFF MIDDLE SCHOOL

LSPI Continued

Patty J Heitmuller, *Principal*

Calvin Watts, *Area Superintendent*

2010-2011 Long Term Goals and Objectives

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

Objective: Radloff MS will increase academic performance in mathematics across all subgroups to meet or exceed annual targets through focused professional development, teacher collaboration, and a variety of instructional strategies including differentiated instruction. Special attention will be given to increasing the percentage of students with disabilities scoring at the meets and exceeds level as well as increasing the percentage of students performing at the exceeds level in each subgroup.

RADLOFF MIDDLE SCHOOL

LSPI Continued

Patty J Heitmuller, *Principal*

Calvin Watts, *Area Superintendent*

Schools Goals - RADLOFF MIDDLE SCHOOL

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

Annual Objective

Radloff MS will increase academic performance in mathematics across all subgroups to meet or exceed annual targets through focused professional development, teacher collaboration, and a variety of instructional strategies including differentiated instruction. Special attention will be given to increasing the percentage of students with disabilities scoring at the meets and exceeds level as well as increasing the percentage of students performing at the exceeds level in each subgroup.

Associated Goals

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

Implementation Design

RADLOFF MIDDLE SCHOOL

LSPi Continued

Patty J Heitmuller, *Principal*

Calvin Watts, *Area Superintendent*

GCPS Middle School Math Institute

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. One PLU could be awarded for ongoing mentoring, collaboration, and observations throughout the year between the cluster trainer and teachers.

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: 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 ...

Radloff Extended Learning Time

Additional thirty-five minutes of daily mathematics instruction for all students grades 6th-8th. ELT groups are homogeneously groups based on mathematics skill level.

SD: DIFFERENTIATION IN THE MATH CLASSROOM

During bi-monthly professional learning sessions, teachers will learn how to differentiate instruction for students performing at varying skill levels in heterogeneous math classrooms. In addition, they will observe in other math classrooms looking for evidence of differentiated instruction, and they will receive feedback about their own level of implementation. Finally, they will examine interim and classroom assessment data to gauge the impact of differentiated instruction on student achievement.

RADLOFF MIDDLE SCHOOL

LSPI Continued

Patty J Heitmuller, *Principal*

Calvin Watts, *Area Superintendent*

Radloff Math Institute

Teachers will meet in off-contract, on-site professional development focusing on research-based math instructional strategies. These sessions will also include opportunities to reflect on practice as teachers are using these strategies with identified students during special Math Connections classes.

SD: RADLOFF MATH INSTITUTE

Teachers will meet in off-contract, on-site professional development focusing on research-based math instructional strategies. These sessions will also include opportunities to reflect on practice as teachers are using these strategies with identified students during special Math Connections classes.

Annual Objective

Radloff MS will increase academic performance in reading and language arts across all subgroups to meet or exceed annual targets through focused professional development across all content areas, teacher collaboration, and a variety of instructional strategies including differentiated instruction. Students with disabilities will be targeted for increasing the percentage of students in the meets and/or exceeds categories.

Associated Goals

Goal: Literacy for Life

Implementation Design

Radloff Literacy Institute

Teachers will meet in off-contract, on-site professional development focusing on research-based literacy instructional strategies. These sessions will also include opportunities to reflect on practice as teachers are using these strategies with identified students during special Literacy Connections classes.

SD: RADLOFF LITERACY INSTITUTE

Teachers will meet in off-contract, on-site professional development focusing on research-based literacy instructional strategies. These sessions will also include opportunities to reflect on practice as teachers are using these strategies with identified students during special Literacy Connections classes.

RADLOFF MIDDLE SCHOOL

LSPi Continued

Patty J Heitmuller, *Principal*

Calvin Watts, *Area Superintendent*

SD: TEACHING WRITING WITH RUBRICS

In order for students to improve their expository and persuasive writing skills as measured by the State Writing Test, language arts teachers have been trained by Kevin Raczynski from The University of Georgia in how to score students' writing using the 8th grade rubric. They are continuing to work with anchor papers in order for students to see what excellent writing looks like. In addition, they are creating and sharing lessons designed to teach specific, targeted writing skills.

Reading Comprehension Assessment & Supporting Reading Interventions

Every student will be assessed three times a year on reading comprehension. The assessment results will be reviewed in order to determine appropriate reading interventions. Interventions will include targeted reading classes.

SD: DIFFERENTIATION IN THE LANGUAGE ARTS CLASSROOM

During bi-monthly professional learning sessions, teachers will learn how to differentiate instruction for students performing at varying skill levels in heterogeneous Language Arts classrooms. In addition, they will observe in other Language Arts classrooms looking for evidence of differentiated instruction, and they will receive feedback about their own level of implementation. Finally, they will examine interim and classroom assessment data to gauge the impact of differentiated instruction on student achievement.

SD: DIFFERENTIATION IN THE SOCIAL STUDIES CLASSROOM

During bi-monthly professional learning sessions, teachers will learn how to differentiate instruction for students performing at varying skill levels in heterogeneous social studies classrooms. In addition, they will observe in other social studies classrooms looking for evidence of differentiated instruction, and they will receive feedback about their own level of implementation. Finally, they will examine interim and classroom assessment data to gauge the impact of differentiated instruction on student achievement.

RADLOFF MIDDLE SCHOOL

LSPI Continued

Patty J Heitmuller, *Principal*

Calvin Watts, *Area Superintendent*

Sheltered Instruction Observation Protocol (SIOP)

Teachers will be trained in the components of the SIOP (Sheltered Instruction Observation Protocol) as a support for more fully implementing our school's Instructional Framework. The SIOP focuses on building language skills (particularly for, but not limited to ELLs) while developing content knowledge. The SIOP components include Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment, and they are aligned with the GCPS Q+ Teaching Strategies. In addition to learning how to incorporate the SIOP components into daily instructional planning, teachers will observe the strategies in other classrooms and receive feedback about their own level of implementation. Finally, they will review classroom and interim assessment data to gauge the effect of these research-based strategies on student achievement.

SD: Creating Common Assessments

Teachers will undergo training in creating common assessments for their area of expertise that can be used in conjunction with on-line Elements software. Common assessment training will involve creating assessments that measure the AKS, are free of bias, and probe students learning on a deeper level (Webb's Depth of Knowledge).

SD: IMPLEMENTING THE RADLOFF INSTRUCTIONAL FRAMEWORK

Teachers will be trained in the components of the SIOP (Sheltered Instruction Observation Protocol) as a support for more fully implementing our school's Instructional Framework. The SIOP focuses on building language skills (particularly for, but not limited to ELLs) while developing content knowledge. The SIOP components include Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment, and they are aligned with the GCPS Q+ Teaching Strategies. In addition to learning how to incorporate the SIOP components into daily instructional planning, teachers will observe the strategies in other classrooms and receive feedback about their own level of implementation. Finally, they will review classroom and interim assessment data to gauge the effect of these research-based strategies on student achievement.

SD: SIOP (SHELTERED INSTRUCTION OBSERVATION PROTOCOL) SUMMER TRAINING

Teachers will be trained in the components of the SIOP (Sheltered Instruction Observation Protocol) as a support for more fully implementing our school's Instructional Framework. The SIOP focuses on building language skills (particularly for, but not limited to ELLs) while developing content knowledge. The SIOP components include Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment, and they are aligned with the GCPS Q+ Teaching Strategies. In addition to learning how to incorporate the SIOP components into daily instructional planning, teachers will observe the strategies in other classrooms and receive feedback about their own level of implementation. Finally, they will review classroom and interim assessment data to gauge the effect of these research-based strategies on student achievement.

RADLOFF MIDDLE SCHOOL

LSPI Continued

Patty J Heitmuller, *Principal*

Calvin Watts, *Area Superintendent*

Annual Objective

Radloff MS will increase academic performance in science across all subgroups to meet or exceed annual targets through focused professional development, teacher collaboration, and a variety of instructional strategies including differentiated instruction.

Associated Goals

Goal: Acceleration towards Graduation

Implementation Design

Differentiation in the Science Classroom

During bi-monthly professional learning sessions, teachers will learn how to differentiate instruction for students performing at varying skill levels in heterogeneous science classrooms. In addition, they will observe in other science classrooms looking for evidence of differentiated instruction, and they will receive feedback about their own level of implementation. Finally, they will examine interim and classroom assessment data to gauge the impact of differentiated instruction on student achievement.

SD: DIFFERENTIATION IN THE SCIENCE CLASSROOM

During bi-monthly professional learning sessions, teachers will learn how to differentiate instruction for students performing at varying skill levels in heterogeneous science classrooms. In addition, they will observe in other science classrooms looking for evidence of differentiated instruction, and they will receive feedback about their own level of implementation. Finally, they will examine interim and classroom assessment data to gauge the impact of differentiated instruction on student achievement.

RADLOFF MIDDLE SCHOOL

LSPI Continued

Patty J Heitmuller, *Principal*

Calvin Watts, *Area Superintendent*

MS Science Staff Development

The science sessions include essential questions (and answers), vertical alignment, vocabulary lists, writing and reading integration, mathematics integration, mastery-based lab activities, relevant literature, and models Quality-Plus Instructional Strategies. Unit plans are developed, modeled, and practiced to guide the daily lesson planning of middle school teachers.

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 ...