



# 2010-2011 Local School Plan For Improvement

## LSPI Objectives

December 2010

## TWIN RIVERS MIDDLE

Linda C Boyd, *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:** 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:** Twin Rivers Middle School will 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, frequent comprehensive formative assessments, and targeted interventions.

**Objective:** Twin Rivers Middle School will 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:** Twin Rivers Middle School will 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.

# TWIN RIVERS MIDDLE

## LSPI Continued

Linda C Boyd, *Principal*

Dr. John Green, *Area Superintendent*

### 2010-2011 Long Term Goals and Objectives

**Objective:** Twin Rivers 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.

# TWIN RIVERS MIDDLE

## LSPI Continued

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### 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

Twin Rivers Middle School will 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, frequent comprehensive formative assessments, and targeted interventions.

### Associated Goals

**Goal:** Standard for Rigor

### Implementation Design

#### Cluster Initiative for Rigorous Instruction & Assessment

Teachers will utilize Bloom's Taxonomy (Revised) and Webb's Depth of Knowledge to identify the best research-based instructional strategies that increase students' critical thinking and problem solving skills. Follow-up discussions will occur at curriculum meetings and vertical planning sessions.

# TWIN RIVERS MIDDLE

## LSPI Continued

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### SD: MOUNTAIN VIEW: Cluster Rigor Training

Selected school representatives will take part in a 2 session series with consultant, Dan Mulligan, designed to create an awareness for improving academic rigor.

### 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.

### Math Connections 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.

### Problem Solving Skills

All math teacher will use manipulatives and technology to develop students' conceptual understanding of mathematics. Instructional activities will require students to complete multi-step problems and communicate their understanding through writing.

### SD: AFTER SCHOOL MATH STAFF DEVELOPMENT

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: • Integrated Algebra I and Integrated Algebra I Strategies • Accelerated Integrated Algebra I • Integrated Geometry and Integrated Geometry Strategies • Accelerated Integrated Geometry • Integrated Algebra 2 and Integrated Algebra 2 Strategies 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: Critical Thinking & Problem-Solving in Math

Teachers will learn to implement critical thinking and problem-solving strategies in a math classroom.

# TWIN RIVERS MIDDLE

## LSPi Continued

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### Weekly 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.

#### SD: Curriculum Collaboration

Teachers will learn to apply depth of knowledge levels to Quality-Plus Teaching Strategies and assessments in order to create balanced learning opportunities for students in all core content areas.

#### 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 ...

### Annual Objective

Twin Rivers Middle School will 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: Standard for Rigor

# TWIN RIVERS MIDDLE

## LSPi Continued

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### Implementation Design

#### Cluster Initiative for Rigorous Instruction & Assessment

Teachers will utilize Bloom's Taxonomy (Revised) and Webb's Depth of Knowledge to identify the best research-based instructional strategies that increase students' critical thinking and problem solving skills. Follow-up discussions will occur at curriculum meetings and vertical planning sessions.

#### 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 Rigor Training

Selected school representatives will take part in a 2 session series with consultant, Dan Mulligan, designed to create an awareness for improving academic rigor.

#### Common Assessments

All language arts 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.

#### 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 & 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.

# TWIN RIVERS MIDDLE

## LSPI Continued

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### Strategies for Improving Reading

Language arts teachers will explicitly teach direct reading strategies that focus on reading comprehension skills and critical-thinking.

#### SD: Reaserch-Based Reading Strategies

Every teacher will participate in a book study using "I Read It, But I Don't Get It" by Chris Tovani.

### Weekly Curriculum Meetings

All language arts 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.

#### SD: Curriculum Collaboration

Teachers will learn to apply depth of knowledge levels to Quality-Plus Teaching Strategies and assessments in order to create balanced learning opportunities for students in all core content areas.

### Annual Objective

Twin Rivers Middle School will 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

#### Cluster Initiative for Rigorous Instruction & Assessment

Teachers will utilize Bloom's Taxonomy (Revised) and Webb's Depth of Knowledge to identify the best research-based instructional strategies that increase students' critical thinking and problem solving skills. Follow-up discussions will occur at curriculum meetings and vertical planning sessions.

# TWIN RIVERS MIDDLE

## LSPI Continued

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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 Rigor Training**

Selected school representatives will take part in a 2 session series with consultant, Dan Mulligan, designed to create an awareness for improving academic rigor.

### **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.

### **Inquiry-based Instruction**

Science teachers will design multiple activities of each unit that require students to think critically about the content and apply the concepts to solve real world problems.

### **Reading & 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.

### **SD: Research-Based Reading Strategies**

Every teacher will participate in a book study using "Do I Really Have to Teach Reading?" by Chris Tovani.

### **SD: Writing in Science**

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

### **Science Enrichment Class**

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.

# TWIN RIVERS MIDDLE

## LSPi Continued

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### Weekly Curriculum Meetings

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.

#### SD: Curriculum Collaboration

Teachers will learn to apply depth of knowledge levels to Quality-Plus Teaching Strategies and assessments in order to create balanced learning opportunities for students in all core content areas.

#### SD: MS SCIENCE STAFF DEVELOPMENT

After-school sessions have the primary goal of improving student achievement in science by connecting the AKS with the expected performance-based student outcomes at each grade level. The Grades 6-8 sessions are offered by grade level and are in time with the corresponding instructional calendar. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, essential vocabulary, 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 middle school teachers.

### Annual Objective

Twin Rivers 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.

### Associated Goals

Goal: Standard for Rigor

### Implementation Design

# TWIN RIVERS MIDDLE

## LSPi Continued

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### Cluster Initiative for Rigorous Instruction & Assessment

Teachers will utilize Bloom's Taxonomy (Revised) and Webb's Depth of Knowledge to identify the best research-based instructional strategies that increase students' critical thinking and problem solving skills. Follow-up discussions will occur at curriculum meetings and vertical planning sessions.

#### 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 Rigor Training

Selected school representatives will take part in a 2 session series with consultant, Dan Mulligan, designed to create an awareness for improving academic rigor.

### 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 & 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 quarterly writing prompts to increase students' technical writing skills.

#### SD: Research-Based Reading Strategies

Every teacher will participate in a book study using "Do I Really Have to Teach Reading?" or "I Read It, But I Don't Get It" by Chris Tovani.

#### SD: Writing in Social Studies

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

### 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 every instructional unit. They will follow a common instructional calendar and share lesson ideas that incorporate research-based instructional strategies.