



2012 - 2013 Local School Plan For Improvement

LSPI Objectives

DACULA MIDDLE

Kellye B Riggins, *Principal*

Joe Ahrens, *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.

2012-2013 Long Term Goals and Objectives

Goal: Dacula Middle School will increase academic performance in all content areas to exceed standards in all subgroups.

Objective: Dacula Middle School will increase academic performance in reading, language arts and writing for all students, particularly for students in the Economically Disadvantaged, Black, Hispanic, White, Students with Disabilities, and English Language Learners subgroups to meet or exceed annual targets through improving reading comprehension, vocabulary development, writing in the content areas, and goal setting/progress monitoring.

Objective: Dacula Middle School will increase academic performance in mathematics for all students, particularly students in the Students with Disabilities, Black, Hispanic, and Economically Disadvantaged subgroups, to meet or exceed annual targets through problem solving strategies, vocabulary development, computation skills, targeted interventions, and goal setting/progress monitoring.

DACULA MIDDLE

LSPI Continued

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2012-2013 Long Term Goals and Objectives

Objective: Dacula Middle School will increase academic performance in science for all students, particularly students in the Economically Disadvantaged, Students with Disabilities, Hispanic, Black, English Language Learners, and White subgroups to meet or exceed annual targets by focusing on science literacy (reading, writing, and vocabulary), teaching inquiry skills (questioning, problem-solving, inference, and experimental design), teacher and student goal setting/progress monitoring and utilizing Quality Plus Teaching Strategies and technology.

Objective: Dacula Middle School will increase academic performance in social studies for all students, particularly students in the Economically Disadvantaged, Students with Disabilities, English Language Learners, Black, Hispanic, and White subgroups to meet or exceed annual targets through improving reading comprehension, vocabulary development, writing in the content area, and goal setting/progress monitoring.

DACULA MIDDLE

LSPI Continued

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Schools Goals - DACULA MIDDLE

| Goal Title | Goal | Start School Year | End School Year |
|--------------------------|--|-------------------|-----------------|
| High Performance Culture | Dacula Middle School will increase academic performance in all content areas to exceed standards in all subgroups. | 2010-11 | 2015-16 |

Annual Objective

Dacula Middle School will increase academic performance in reading, language arts and writing for all students, particularly for students in the Economically Disadvantaged, Black, Hispanic, White, Students with Disabilities, and English Language Learners subgroups to meet or exceed annual targets through improving reading comprehension, vocabulary development, writing in the content areas, and goal setting/progress monitoring.

Associated Goals

Goal: High Performance Culture

Implementation Design

DACULA MIDDLE

LSPI Continued

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Best Practices

- Utilize Quality Plus Teaching Strategies (QPTS) on a daily basis with emphasis on training for student use of summarizing, non-verbal representations, vocabulary development, and technology integration.
- Teachers will use the Depth of Knowledge (DOK) framework to create all common assessments (30/50/20).
- Teachers and administrators will hold monthly discussions on rigor and DOK during curriculum huddle.
- HOSST (Honing Opportunities for Successful Students and Teachers) will continue and will be expanded.
- Faculty huddles and curriculum huddles will focus on differentiated instruction and literacy.

Goal Setting and Progress Monitoring

- Teachers will work with their students to set goals and to graph their achievement on common assessments and interims.
- Teachers will conduct test talks quarterly to discuss common assessments, interims, and standardized tests.
- Teachers will also review goals that students set through advisement (located in the agenda).
- Teachers will use daily Lunch and Learn opportunities to ensure that students are completing assignments and offering remediation for students in their specific content area who struggle with the curriculum.
- Teachers will use personal historical data (if applicable), student performance data, etc. to develop individual RBES goal(s). Teachers will reflect on their own practice and student progress regularly.

DACULA MIDDLE

LSPI Continued

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Reading

- Teachers will continue to integrate lessons that focus on reading strategies. Teachers will also incorporate 30 minutes of DEAR (Drop Everything and Read) per week. Teachers will continue collaborating to develop new common assessments that will include reading passages with reading comprehension questions and/or grammar usage questions that reflect the new common core standards.
- Teachers will collaborate to address students' various reading levels and needs (differentiating as necessary). Teachers will have training on lexile scores and how to use those scores to help students' select appropriate reading materials.
- Teachers will use DRP (Daily Reading Practice) in conjunction with DGP.
- Teachers will introduce a word of the day for each day of the week. Students will review the definitions of the words in every class period.

SD: Book Study on Reading Reasons

Teachers will read the book Reading Reasons by Kelly Gallagher and discuss strategies collaboratively at weekly curriculum huddles. Strategies will be implemented in the classroom and results shared at weekly meetings.

Targeted Interventions

- Literacy Workshop will be offered through Connections for students who struggle with literacy skills. The classes will focus on remediating basic reading and language arts skills and the class will target struggling students as identified assessment data.
- Writing Enrichment classes will be offered to all students through Connections. This class will focus on writing techniques that strengthen student writing.

DACULA MIDDLE

LSPI Continued

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Writing

- In August, eighth grade teachers will establish a baseline of performance for each student on a GA Grade 8 Writing Prompt. These essays will be sent off to the state to score and students will be grouped according to need for differentiated instruction in class as well as interventions before and after school.
- All teachers will teach document based writing strategies and will conduct a variety of document based writing activities with on synthesis project for every quarter.
- Teachers will implement DGP (Daily Grammar Practice) in conjunction with DRP. DGP should be used as a formative assessment to remediate and enrich basic grammar skills.
- Teachers will use common assessment data to analyze student progress and to inform instruction.
- Teachers will use quality-plus teaching strategies (e.g. word walls, graphic organizers, tickets in/out the door, technology etc.) to develop writing skills. All teachers will use the school rubric to score writing assignments for Falcon Writing Day as well as other assignments that address the GA grade 8 writing strategies.
- Teachers will participate in staff development on document based writing and common core instruction through weekly huddles.
- Teachers will keep a writing portfolio for every student. The portfolio will be passed on with the student to the next grade level.

SD: Writing in the Era of the Common Core

Teachers will learn how to use a scaffolding approach to help students effectively write short constructed responses that then lead to a full essay. Kevin Raczynski with the Georgia Center for Assessment will conduct the training for all language arts, science, and social studies teachers.

Annual Objective

Dacula Middle School will increase academic performance in mathematics for all students, particularly students in the Students with Disabilities, Black, Hispanic, and Economically Disadvantaged subgroups, to meet or exceed annual targets through problem solving strategies, vocabulary development, computation skills, targeted interventions, and goal setting/progress monitoring.

DACULA MIDDLE

LSPI Continued

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Associated Goals

Goal: High Performance Culture

Implementation Design

Assessment

Formative Assessment

- Teachers will use formative assessments frequently (daily use within 15-20 minute intervals)
- Data from formative assessments will be used to target areas of weakness and differentiate instruction.
- Huddle discussions will include the effective use of these formative assessments.

Common Assessment

- Teachers will use the DOK framework to create all common assessments (30/50/20).
- Teachers and administrators will hold monthly discussions on rigor and DOK during grade level huddles. Common assessments will include at least 3 open response style questions.
- Teachers will select and administer two common exemplar/performance assessments per nine weeks using the GCPS math rubric for grading.
- Teachers will analyze data from common assessments and one exemplar to direct future instruction.

DACULA MIDDLE

LSPI Continued

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Goal Setting & Progress Monitoring

- Each DMS math student will work with his/her math teacher each quarter to discuss assessment performance and develop a goal for success. An action plan will be developed to improve performance. The following items will be used as part of the conversation:
 - Math assessment data and graphs
 - CRCT Performance Data
 - Interim Data
 - Big 20 Data
- Teachers will have students chart/graph their common assessments after each test and monitor their own progress towards their math goal.
- Teachers will monitor student progress individually and/or as a team. Results will be used to plan remediation & extension activities after each local common assessment.
- Teachers will conduct a Big 20 assessment every week with all students. Class averages will be graphed and posted in classrooms. Students will graph weekly results in personal math journals/folders.

Math Vocabulary Development

- Teachers will develop a math vocabulary “words of the week” to be used as an informal grade (per grade level); students will provide pictorial representation or a formal definition, examples or non-examples of their understanding via the Frayer model.
- Key vocabulary will be included on all unit common assessments.
- Teachers will use quality-plus teaching strategies (e.g. word walls, graphic organizers, tickets in/out the door, etc.) to develop math vocabulary.

DACULA MIDDLE

LSPI Continued

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Problem Solving

- Teachers will utilize the GCPS problem solving rubric for exemplars and problem solving.
- Enrichment (gifted) math will complete a weekly problem solving activity.
- Teachers will select and administer two common exemplar/performance assessments per nine weeks using the GCPS math rubric for grading.

Targeted Intervention & Enrichment

- Reteaching and enrichment activities will occur during each math class in group/centers format. Small group remediation will occur at least 2 days per week.
- Teachers will implement daily target time/warm-up lessons in the areas of number sense and computation for each grade level based on analysis of CRCT student progress. A weekly target time quiz will be given each week. Results will be analyzed each week in huddles to determine effectiveness.
- Academic detention is held on specific Saturdays for students who have consistently failed to turn in class work. A math teacher will work these students.
- iPass classes will be utilized for at risk students and held during connections class time (target audience- at risk students)
- Connections math class for targeted math students will be taught during the second semester. The classes will remediate areas of weakness based on post-test I results (target audience – low performing regular ed, special education and ELL students).

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DACULA MIDDLE

LSPI Continued

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Associated Goals

Goal: High Performance Culture

Implementation Design

Assessment

- Teachers will use the Depth of Knowledge (DOK) framework to create all common assessments (20/50/30).
- Key vocabulary will be included on all unit common assessments.
- Common assessments will include at least 2 open-ended response style questions at DOK level 2 or 3.
- Teachers will monitor student progress through formative and summative assessments and use data to guide instruction.
- Teachers will utilize data to differentiate instruction that addresses diverse learning styles and student diversity.

Goal Setting and Progress Monitoring

- Teachers will use daily Lunch and Learn opportunities to ensure that students are completing assignments.
- Teachers will use personal historical data (if applicable), student performance data, etc. to develop individual RBES goals.
- Students will record and graph results of common assessments and interims.
- Teachers will maintain a data wall in their classrooms in regards to county assessment results.

DACULA MIDDLE

LSPi Continued

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Inquiry Skills

- Teachers will implement a minimum of 8 lab activities per semester.
- Students will complete the scientific method for at least one lab report per nine weeks.
- Science Fair Club will continue to participate in the regional competition.
- Students will participate in Solar Flare Competitions and Robotics competitions.

Reading Comprehension

- Teachers will include a reading comprehension activity once a week which involves analyzing scientific documents (charts, graphs, tables).
- Teachers will incorporate content related science articles at least 2 times per nine weeks.
- Teachers will continue to teach Reading Comprehension skills such as predicting, making inferences, and main idea.

Vocabulary Development

- Teachers will continue to use vocabulary strategies for every unit such as Marzano, Frayer models, flash cards, inside/outside circles, foldables, Pictionary, manipulatives, etc.
- Teachers will utilize content maps with key vocabulary terms and essential questions for each unit. Students will be provided a copy.
- "Big Twenty" vocabulary reviews will be utilized during each unit.
- Teachers will use quality-plus teaching strategies (e.g. word walls, graphic organizers, tickets in/out the door, etc.) to develop vocabulary and content.
- Vocabulary stations will be a part of center activities using county provided cards or teacher made materials.

DACULA MIDDLE

LSPI Continued

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Writing in the Content

- Common writing prompts based on the document-based writing model will be given twice a semester.
- Document based writing will be scored by a common rubric.
- Teachers will evaluate student writing prompts, common laboratory reports, & common assessments to identify gaps in teaching and learning. Results will be used to guide conversations about effective writing strategies/teaching.
- Teachers will have students utilize a science journal/notebook or lab reports to summarize learning, record observations, record/analyze data, etc.

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Dacula Middle School will increase academic performance in social studies for all students, particularly students in the Economically Disadvantaged, Students with Disabilities, English Language Learners, Black, Hispanic, and White subgroups to meet or exceed annual targets through improving reading comprehension, vocabulary development, writing in the content area, and goal setting/progress monitoring.

Associated Goals

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Implementation Design

DACULA MIDDLE

LSPI Continued

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Assessments

- Teachers will collaborate to ensure common assessments follow DOK guidelines. Teachers will analyze data from common assessments to guide planning and differentiate instruction.
- Teachers will use formative assessments frequently to guide instruction; huddle discussions will include the effective use of formative assessments.
- Common assessments will include at least 2 open-ended response style questions at DOK level 2 or 3.
- Teachers will monitor student progress through formative and summative assessments and use data to guide instruction.

DACULA MIDDLE

LSPI Continued

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Goal Setting & Progress Monitoring

-Teachers will conduct class test talks utilizing:

- Common assessments
- Interim assessments
- Standardized test(s)

- Teachers will have students' chart/graph their common assessments after each test and set short term goals for upcoming assessments.

-Teachers will monitor student progress individually and/or as a team, they will come up with effective remediation & extension activities after common assessments.

-Teachers will use daily Lunch and Learn opportunities to ensure that students are completing assignments and offering remediation for students in their specific content area who struggle with the curriculum.

- Teachers will maintain a data wall in their classrooms in regards to interim assessment results.

- Teachers will use personal historical data (if applicable), student performance data, etc. to develop individual RBES goal(s). Teachers will reflect on their own practice and student progress. Reflections will be written in their journal and used as a tool for collaborative discussions of best practices and for personal growth.

DACULA MIDDLE

LSPI Continued

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Quality Plus Teaching

- Utilize QPTS on a daily basis with emphasis on training for student use of summarizing, non-verbal representations, vocabulary development, and technology integration.
- Utilization of www.usatestprep.com by all teachers to focus on individual strengths and weaknesses
- HOSST (Honing Opportunities for Successful Students and Teachers) classrooms with a focus on differentiated instruction and students' learning styles will be expanded.
- Faculty huddles and curriculum huddles will focus on differentiated instruction and literacy.

DACULA MIDDLE

LSPi Continued

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Reading Comprehension & Vocabulary Development

- Teachers will meet monthly with Language Arts teachers during collaborative huddles to focus on integration of the Common Core (e.g. non-fiction text, document based writing, etc.)
- Teachers will incorporate common reading passages using primary and secondary sources each 9 weeks.
- Teachers will prioritize literacy strategies and will become proficient at incorporating the strategies into the curriculum units.
- Teachers will collaboratively refine content maps with key vocabulary terms and essential questions for each unit.
- Key vocabulary will be included on all unit common assessments.
- Teachers will implement a daily target time/warm-up to remediate and enrich student knowledge based on analysis of student progress (via common unit assessments, interim assessments, standardized test results, etc.).
- Teachers will use quality-plus teaching strategies (e.g. word walls, graphic organizers, tickets in/out the door, etc.) to develop vocabulary in the content area.

Writing in the Content

- Teachers will develop common writing prompts modeled after the Georgia Writing Assessment.
- Teachers will use a school-wide writing rubric to evaluate student writing. Social Studies Teachers will receive additional training in using the writing rubric.
- Teachers will utilize writing strategies consistently via weekly writing assignments.
- Teachers will meet monthly with the LA department to collaborate on best practices when teaching writing to students. Teachers will discuss overall student weaknesses in writing and ways the SS teachers can work collaboratively to meet student needs.