



2010-2011 Local School Plan For Improvement

LSPi Objectives

December 2010

DACULA MIDDLE

Kellye B Riggins, *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: Dacula Middle School will increase academic performance in all content areas to meet or exceed Adequately Yearly Progress, Investing in Education Excellence and Results Based Evaluation System performance targets for all students and subgroups.

Objective: Reference: 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 disability, 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 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 through collaboration with subject area teachers to develop science literacy (reading, writing, and vocabulary) and inquiry skills (questioning, problem-solving, inference, and experimental design), and through goal setting/progress monitoring.

DACULA MIDDLE

LSPI Continued

Kellye B Riggins, *Principal*

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2010-2011 Long Term Goals and Objectives

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.

Objective: Dacula Middle School will increase academic performance in mathematics for all students, particularly students in the students with disability, 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

Kellye B Riggins, *Principal*

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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 meet or exceed Adequately Yearly Progress, Investing in Education Excellence and Results Based Evaluation System performance targets for all students and subgroups.	2010-11	2015-16

Annual Objective

Reference: 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 disability, 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

Best Practices

- Utilize QPTS on a daily basis with emphasis on training for student use of summarizing, non-verbal representations, vocabulary development, and technology integration.
- HOSST (Honing Opportunities for Successful Students and Teachers) classrooms with a focus on differentiated instruction and students' learning styles will be expanded to one per grade level.
- LA teachers will be a part of the "Acceleration for All" training focused on increasing academic rigor in the classroom.
- Faculty huddles and curriculum huddles will focus on differentiated instruction and learning styles training.

DACULA MIDDLE

LSPI Continued

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SD: Differentiating Instruction to Engage and Enhance Student Learning

HOSST classroom teachers will learn to design and implement lessons that effectively use students' learning styles to teach the AKS. The training will also focus on small group instruction and the use of technology (e.g. Mimio boards, student response systems, etc.) to engage the learner.

Depth of Knowledge

- 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.

Goal Setting and Progress Monitoring

- Teachers will work with their students on quarterly basis to goal set and to plot common assessments and interims. - Teachers will conduct test talks quarterly to discuss common assessments, interims, and standardized tests.
- Teachers will review goals that students set through advisement.
- Teachers will monitor student progress as a team. They will come up with effective remediation/extension activities.
- 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 weekly.

Reading

Teachers will collaborate to develop common reading workshop activities by focusing on the six steps to better reading through integration of the reading strategies. This will be followed up by an application opportunity called DEAR (Drop Everything and Read). Teachers will also collaborate to develop common assessments. All common assessments will include reading passages with reading comprehension questions.

Teachers will incorporate common reading passages in each unit.

Teachers will use DRP (Daily Reading Practice in conjunction with DGP).

SD: Strategies for Improving Reading in the Middle Grades

Teachers will learn strategies from the Six Strategies for Every Good Reader. They will also learn research-based vocabulary strategies to enhance their teaching. Results from common assessments will be used to plan for future instruction.

DACULA MIDDLE

LSPI Continued

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Targeted Interventions

- Falcon Literacy Camp classes will be offered before and/or after school. The classes will focus on remediating basic reading and LA skills (target audience general education students who scored 815 or below in reading and/or LA on the CRCT, student who perform poorly on the mock writing test, students who perform poorly in reading workshop activities)
- Soaring for Success classes will be offered before and/or after school. The classes will focus on remediating basic skills (target audience – special education & ELL).
- Exceed and Succeed classes will be offered for targeted language arts students before and/or after school. The classes will focus on enriching the students to move from level 2 to level 3 on the CRCT (targeted audience – general education & gifted education students performing in the upper level 2/low 2 range)
- Teachers will participate in staff development on Writing in the Exceeds with Kevin Raczinski and Michelle Largent.

Writing

- In August, 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 utilize Falcon Writing Days with an approved prompt for improvement in GA Grade 8 essay writing.
- Teachers will implement a daily target time/warm-up from DGP (Daily Grammar Practice) 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 writing skills. All teachers will use the school rubric to rate writing assignments for Falcon Writing Day as well as other assignments that address the GA Grade 8 Writing Strategies.
- Teachers will continue to add open ended response on their unit tests and complete one major writing piece per semester. Teachers will score the writing by using the school writing rubric.

SD: Getting Students to Write in the Exceeds Category

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 to enable students to develop ideas and style in their writing.

SD: Writing Across the Curriculum

Teachers will learn strategies from Step to Writing to improve their writing instruction. They will learn to effectively use the State writing rubric to evaluate student writing and plan for future instruction.

Annual Objective

DACULA MIDDLE

LSPI Continued

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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 through collaboration with subject area teachers to develop science literacy (reading, writing, and vocabulary) and inquiry skills (questioning, problem-solving, inference, and experimental design), and through goal setting/progress monitoring.

Associated Goals

Goal: High Performance Culture

Implementation Design

Best Practices

- Utilize QPTS on a daily basis with emphasis on training for student use of summarizing, non-verbal representations, vocabulary development, and technology integration.
- Two accelerated Science classes will be added to 6th grade. Students will be chosen based on accelerated math.
- HOSST (Honing Opportunities for Successful Students and Teachers) classrooms with a focus on differentiated instruction and students' learning styles will be expanded to one per grade level.
- Science teachers will be a part of the "Acceleration for All" training focused on increasing academic rigor in the classroom.
- Faculty huddles and curriculum huddles will focus on differentiated instruction and learning styles training.

SD: Differentiating Instruction to Engage and Enhance Student Learning

HOSST classroom teachers will learn to design and implement lessons that effectively use students' learning styles to teach the AKS. The training will also focus on small group instruction and the use of technology (e.g. Mimio boards, student response systems, etc.) to engage the learner.

DACULA MIDDLE

LSPI Continued

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Goal Setting and Progress Monitoring

- Teachers will monitor student progress, and as a team, come up with effective remediation/extension activities.
- 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 weekly.

Inquiry Skills

- Teachers will collaboratively plan and implement a minimum of 4 labs per nine weeks. (2 can be teacher demonstrations depending on concept being learned) One lab per nine weeks will include a common grade level laboratory report.
- Each student will complete a Science Fair project that requires completion of the Scientific Method
- A Science Fair Club will be established that promotes qualification in the Regional Science Fair competition

Reading Comprehension

- Teachers will include a Reading Comprehension activity once a week during Target Time.
- Teachers will incorporate content related science articles at least 2 times per nine weeks.
- Teachers will continue to teach and utilize Reading Comprehension strategies (such as anticipation guides) when using content related articles and textbook.
- Teachers will use the DOK framework to create all common assessments (30/50/20).

Vocabulary Development

- Teachers will continue to use Marzano's Vocabulary Strategies.
- Vocabulary development will be the focus of one Target Time per week.
- Teachers will collaboratively develop content maps with key vocabulary ("Top Twenty") terms and essential questions for each unit.
- 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 vocabulary and content.
- "Big Twenty" will be utilized as a vocabulary strategy
- Teachers will utilize CRCT Coach Books and OAS to strengthen concepts & teach students test taking strategies.

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 once 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.
- County personnel will provide staff development in regards to document based writing
- Common assessments will include at least 2 open-ended response style questions at DOK level 2 or 3
- Teachers will have students utilize a science journal/notebook to summarize learning, record observations, record/analyze data, etc.

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Associated Goals

Goal: High Performance Culture

Implementation Design

DACULA MIDDLE

LSPI Continued

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Best Practices

- Utilize QPTS on a daily basis with emphasis on training for student use of summarizing, non-verbal representations, vocabulary development, and technology integration.
- HOSST (Honing Opportunities for Successful Students and Teachers) classrooms with a focus on differentiated instruction and students' learning styles will be expanded
- Teachers will be a part of the. "Acceleration for All" training focused on increasing academic rigor in the classroom.
- Faculty huddles and curriculum huddles will focus on differentiated instruction and learning styles training.

SD: Differentiating Instruction to Engage and Enhance Student Learning

HOSST classroom teachers will learn to design and implement lessons that effectively use students' learning styles to teach the AKS. The training will also focus on small group instruction and the use of technology (e.g. Mimio boards, student response systems, etc.) to engage the learner.

Depth of Knowledge

- 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.

Goal Setting and Progress Monitoring

- Teachers will conduct class test talks on:
 - Common assessments
 - Interim assessments
 - Standardized test(s)
- Teachers will have students chart/graph their common assessments in their organizational system after each test.
- 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 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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Reading Comprehension

- Teachers will collaborate to develop common unit assessments. All common assessments will include reading comprehension questions.
- Teachers will incorporate common reading passages using primary and secondary sources in each unit.
- Teachers will be retrained to effectively use Step to Reading strategies. Teachers will utilize the strategies consistently across the curriculum.

Vocabulary Development

- Teachers will participate in a staff development based on Marzano's book Building Academic Vocabulary. Specific strategies will be taught and lessons developed at least 3 times each nine week grading period during curriculum huddles.
- Teachers will implement the strategy, collect evidence of student learning, review results collaboratively, and develop/implement next steps for teaching and learning.
- 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 and content.

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.
- Teachers will evaluate student writing prompts on common assessments to identify gaps in teaching and learning. Results will be used to guide conversations about effective writing strategies/teaching.
- Teachers will be retrained to effectively use Step Up to Writing. Teachers will utilize the strategies consistently via weekly writing assignments.
- Common assessments will include open-ended response style questions at DOK levels 2 or 3.
- Teachers will meet bi-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.
- Teachers will work with LA team and practice grading of student writing and the school wide writing rubric.

Annual Objective

DACULA MIDDLE

LSPi Continued

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Dacula Middle School will increase academic performance in mathematics for all students, particularly students in the students with disability, 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.

Associated Goals

Goal: High Performance Culture

Implementation Design

Best Practices

- Utilize QPTS on a daily basis with emphasis on training for student use of summarizing, non-verbal representations, vocabulary development, and technology integration.
- HOSST (Honing Opportunities for Successful Students and Teachers) classrooms with a focus on differentiated instruction and students' learning styles will be expanded
- Teachers will be a part of the "Acceleration for All" training focused on increasing academic rigor in the classroom.
- Faculty huddles and curriculum huddles will focus on differentiated instruction and learning styles training.

SD: Differentiating Instruction to Engage and Enhance Student Learning

HOSST classroom teachers will learn to design and implement lessons that effectively use students' learning styles to teach the AKS. The training will also focus on small group instruction and the use of technology (e.g. Mimio boards, student response systems, etc.) to engage the learner.

SD: Guided Math in the Middle School Classroom

Math teachers will work collaboratively with the county math instructional coach to learn to effectively implement guided math. Monthly sessions will focus on differentiating instruction using the guided math model.

DACULA MIDDLE

LSPI Continued

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Common Assessments

- 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-ended response style questions at the top two DOK levels.
- Teachers will select and administer one common exemplar per unit of study.
- Teachers will analyze data from common assessments and exemplars to direct future instruction.

Computation

- Teachers will conduct a Big 20 assessment every week with all students.
- 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 include two computation style questions on daily warm-up activities.

Goal Setting & Progress Monitoring

- Each DMS math student will have a conversation with his/her math teacher each quarter to discuss their assessment performance and ways to improve their performance the next quarter. The following items will be used as part of these conversations:
 - Advisement Notebook
 - CRCT Performance Data
 - Interim Data
 - Big 20 Data
- Teachers will have students chart/graph their common assessments in their organizational system after each test.
- 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 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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Math Vocabulary

- Teachers will participate in a staff development based on Marzano's book Building Academic Vocabulary. Specific strategies will be taught and lessons developed during weekly curriculum huddles. Teachers will implement the strategy, collect evidence of student learning, review results collaboratively, and develop/implement next steps for teaching and learning.
- Teachers will collaboratively identify key vocabulary terms for each unit & develop common vocabulary lessons.
- 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 the door, etc.) to develop math vocabulary.

Problem-Solving Strategies

- Teachers will review key concepts from Now I Get It by Susan O'Connell.
- Teachers will review key concepts from Good Questions for Math Teaching by Schuster and Anderson
- Teachers will develop & utilize an essential elements of problem solving rubric.
- Teachers will develop common problem solving activities at weekly curriculum huddles and implement the following week.
- Teachers will develop and implement a culminating project directly related to key CRCT domains (e.g. 6th – numbers and operations, algebra, and geometry; 7th grade – algebra and numbers and operations; 8th grade – algebra, numbers and operations, and process skills).

Targeted Intervention & Enrichment Classes

- Morning Math Mastery classes will be offered for targeted math students before school. The classes will focus on remediating basic skills (target audience - general education)
- Reteaching and enrichment activities will occur during each math class in group/centers format. Small group remediation will be offered after each lesson.
- Exceed and Succeed classes will be offered for targeted math students before and/or after school. The classes will focus on enriching the students to move from level 2 to level 3 on the CRCT (target audience – general education & gifted education students performing in the upper level 2/low 3 range).
- Soaring for Success classes will be offered before and/or after school. The classes will focus on remediating basic skills (target audience – special education and ELL).
- CRCT Prep classes will be offered during connections for targeted math students during the second semester. The classes will remediate areas of weakness based on post-test I results (target audience – special education and ELL).