



2012 - 2013 Local School Plan For Improvement

LSPI Objectives

DACULA HIGH

Dr. Bryan Long, *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: Working together as a cluster, the goal is for every student (K-12) to improve writing skills and achievement. The percentage of students scoring in the exceeds level will increase as measured by local and state assessments.

Objective: Dacula High School will increase writing performance as measured by local and state assessments indicated by "meets+exceeds " performance for all students with an emphasis on increasing writing to "exceed". Non core areas will integrate skills and content to enhance achievement for all students in core areas.

DACULA HIGH

LSPI Continued

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2012-2013 Long Term Goals and Objectives

Goal: Academic performance for all students in all subgroups will increase in Language Arts, Math, Science and Social Studies.

Objective: Dacula High School will increase academic performance and participation in all Advanced Placement courses offered at DHS to meet and exceed annual targets.

Objective: Dacula High School will increase academic performance in the core academic areas for ALL students, including all subgroups, to meet and/or exceed annual targets as indicated by the Georgia College and Career Ready Performance Index and the Gwinnett County Weighted School Assessment. Non-core areas will integrate skills and content to enhance achievement in all core areas.

Objective: Dacula High School will increase the graduation rate for all student groups. This will be accomplished through enhanced academic support for students embedded in the school day, implementation of quality plus instructional practices, and effective teacher collaboration focused on increasing student achievement.

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Schools Goals - DACULA HIGH

Goal Title	Goal	Start School Year	End School Year
Mathematics to Exceed Level	The goal in the Dacula Cluster is to develop within students a deep conceptual understanding of mathematical concepts and applications resulting in an increase in the percentage of students scoring in the “exceeds” level as measured by local and state assessments.	2011-12	2013-14
Student Achievement	Academic performance for all students in all subgroups will increase in Language Arts, Math, Science and Social Studies.	2010-11	2013-14
Writing to Exceed	Working together as a cluster, the goal is for every student (K-12) to improve writing skills and achievement. The percentage of students scoring in the exceeds level will increase as measured by local and state assessments.	2010-11	2013-14

Annual Objective

Dacula High School will increase writing performance as measured by local and state assessments indicated by "meets+exceeds " performance for all students with an emphasis on increasing writing to "exceed". Non core areas will integrate skills and content to enhance achievement for all students in core areas.

Associated Goals

Goal: Writing to Exceed

Implementation Design

Course Team Collaborative Planning

The collaborative teams will meet at least weekly to plan for implementation of increased writing. The particular focus will be on writing in response to non-fiction texts and documents as required by the Common Core. Records of collaborative team meetings will be kept on OneNote. Options for an automatic grading system are being pursued which would allow increased writing opportunities and faster feedback for students without increasing the teacher workload.

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LSPI Continued

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SD: Common Core Instructional Materials Development

In order to prepare for implementation of the Common Core curriculum, language arts teachers met during spring and summer 2012 to gather and prepare non-fiction materials and lesson plans. Teachers will continue to collaborate to further develop and refine Common Core lessons to prepare students for PARCC assessments.

SD: Developing Professional Learning Communities

Planning Period Learning Series will focus on improving the effectiveness of collaborative teams, sharing data, and implementation of better instructional decisions to increase student achievement. The items taught in the planning period sessions will be implemented at the course team meetings. One of the areas of focus will be in having the students write across all subjects as a tool for not only improving writing, but for increased retention of content.

Writing Across the Curriculum

Teachers of all subjects are being encouraged to have students writing on a regular basis to prepare students for the GHSWT, Gateway, SAT, AP, and EOCT. Parameters and rubrics are shared with course teams to assist them in implementing this objective. Strategies for implementation are being modeled in planning period meetings led by the principal and AP for curriculum.

SD: STRATEGIES FOR GATEWAY SUCCESS

This course will give instructional strategies and ideas for implementation to all high school social studies teachers for improvement in the SS /LA Gateway

Writing Folders

The language arts department will use student writing folders to build skills and increase overall writing abilities of students. DHS language arts teachers are experienced with the use of writing folders. For the 12-13 SY, writing in response to non-fiction texts will be an increased area of focus in response to Common Core.

Annual Objective

Dacula High School will increase academic performance and participation in all Advanced Placement courses offered at DHS to meet and exceed annual targets.

Associated Goals

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LSPI Continued

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Goal: Student Achievement

Implementation Design

AP Collaboration Team

AP test participation is the largest area in need of improvement on the DHS WSA. All AP teachers will be involved with collaborating to increase student participation and test scores on AP Exams. Teachers will participate in content-related and AP related professional development to increase their knowledge of pedagogy and material regarding respective AP courses.

SD: Accelerated and AP Science Staff Development

Year-long training (10 hours total) that provides teachers with a focus on Technology, Inquiry, Differentiation, and Engagement (T.I.D.E.) in the Accelerated Science Classroom. The goals of this training are:

1. Examine the accelerated standards and the T.I.D.E. strategies for teaching them
2. Provide materials for each of the accelerated standards (instructional plans)
3. Provide an environment of collaboration among cohorts of accelerated teachers

SD: AP Content and Pedagogy Development

To help increase test participation and performance on the AP exams, AP teachers will regularly participate in collaborative meetings and College Board sponsored workshops. Teachers who attend workshops and meetings off campus will share information with other AP teachers at Dacula upon return.

SD: Cross County Collaboration

Based on the AP exam performance results for each subject, schools across the county with exemplary programs were identified to examine and emulate. Teachers are given release-time to observe and collaborate with those respective teachers in the identified schools.

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AP Commitee

Dacula HS has formed an Advanced Placement Committee to improve participation, improve the percentage of students who take the AP test, and improve the number of students scoring a 3+ on the AP exams. The initial committee meetings focused on the data in all of these areas. The committee will plan and carry out a number of activities in support of this goal.

SD: Increasing AP

AP test participation is the largest area in need of improvement on the DHS WSA. In order to encourage students who are enrolled in AP courses to take the test, various activities throughout the year will be planned by AP teachers and students. In the fall, an AP breakfast will be held. Any student taking an AP exam will be included in the breakfast with some students receiving recognition for various levels of performance on exams the previous year. In the spring, an AP conference will be held for students in AP classes. The focus of this conference will be driven by the student committee with guest speakers discussing topics of interest to AP students. The AP exam sign-ups and additional incentives will be introduced at this conference.

Annual Objective

Dacula High School will increase academic performance in the core academic areas for ALL students, including all subgroups, to meet and/or exceed annual targets as indicated by the Georgia College and Career Ready Performance Index and the Gwinnett County Weighted School Assessment. Non-core areas will integrate skills and content to enhance achievement in all core areas.

Associated Goals

Goal: Student Achievement

Implementation Design

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Increased implementation of effective instructional practices

DHS will increase the quality of instruction across all content areas with a focus on teaching the critical thinking skills required by the Common Core using research based best practices.

Teachers will consistently implement critical reading and writing skills that include highlighting, annotating, summarizing and discussing non-fiction texts.

SD: "ARE YOU A LECTURE-HOLIC ?" A 12 STEP-RECOVERY

This workshop will discuss research-based concepts on why the traditional mode of delivering content in the social studies classroom does not typically lead to high student achievement and success. Participants will be provided with hands-on strategies and activities that will deliver content in ways to promote active engagement in the lecture. Participants will take a look a "sample lecture notes" and construct ways to improve the delivery of the content.

SD: Developing Thinking Skills Using Quality Plus Teaching Strategies

Working with Dr. Dan Mulligan, Dacula Cluster staff members will strengthen teaching strategies that promote critical thinking, problem solving and interactive note taking in order to address rigorous AKS aligned with the Common Core and to increase student achievement across all grade levels, K-12.

SD: Planning Period Learning Series

Planning Period Learning Series will focus on improving the effectiveness of collaborative teams, use of common assessments, use of Elements to analyze assessment results, sharing data, and implementation of better instructional decisions to increase student achievement. The items taught in the planning period sessions will be implemented at the course team meetings. Areas of focus will include teaching students to read, highlight, annotate, summarize, and discuss a variety of texts across all subjects as a tool for increased retention of content and improvement of critical thinking skills. Through collaboration, teachers will ensure ample opportunities for students to practice these skills.

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Teacher Effectiveness

Although, Dacula is not a pilot school, the teacher effectiveness evaluation system will be introduced through discussion, pre-conferencing and observations using the ten performance standards. Best practices and strategies to address the performance standards will be presented and discussed with the teachers.

SD: Maximizing Teacher Effectiveness

Professional development sessions will model the type of instructional activities we want to see from the teachers including reading, highlighting, analyzing, and responding to non-fiction texts. Also, strategies from the work with Dan Mulligan will be reinforced in the meetings to increase the use of effective instructional practices. The sessions will be led by the principal and other administrators. Each teacher is being challenged to make instructional decisions every day that will positively impact their teacher effect. Although, Dacula is not a pilot school, the teacher effectiveness evaluation system will be introduced through discussion, pre-conferencing and observations using the ten performance standards. Best practices and strategies to address the performance standards will be presented and discussed with the teachers.

Annual Objective

Dacula High School will increase the graduation rate for all student groups. This will be accomplished through enhanced academic support for students embedded in the school day, implementation of quality plus instructional practices, and effective teacher collaboration focused on increasing student achievement.

Associated Goals

Goal: Student Achievement

Implementation Design

Best Procedural Practices

Initial procedures have been put in place to better track students who withdraw/graduate from Dacula High School. Efforts to locate former students who have dropout withdrawal codes have been increased to recover cohort graduates.

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Create Culture of Success

Through a variety of activities for faculty, staff, and students, DHS leadership will create a culture of shared success. "Student success is teacher success is school success!"

SD: What Great Leaders Do Differently

Using a variety of activities, administrators and school leaders will learn best practices to facilitate and implement a change in school culture to share the vision, "Student success is teacher success is school success!"

SD: What Great Teachers Do Differently

Included in the staff development plan for 12-13 SY, all teachers will read and discuss the Todd Whitaker book, What Great Teachers Do Differently: The 17 Things That Matter Most. The central theme of the book is "I am the Variable" which supports our desire to create a culture where "student success is teacher success is school success".

Falcon Success Program for Student Support

DHS will continue to use a bell schedule that maximizes time for remediation and intervention during the school day in all academic areas. The Learning Center, a mandatory tutoring program, allocates 30 minutes per day to assist students in need of academic assistance. The Learning Center will be provided for students failing core courses. The support of the freshmen will reduce 9th grade retention which will impact the graduation rate. An extensive four week freshman orientation program (Dacula Way) will be required for all ninth graders to support them in the transition to high school. The freshman orientation program will align with advisement for continued support throughout the year. A peer mentoring program is in place to support struggling students and increase student leadership. For some of the most at-risk students, a faculty mentor program will support these students with a variety of activities meant to connect the student to a strong adult mentor for academic and social support. A privilege based system linked to both discipline and grades will be used to encourage students to focus their efforts in a positive direction. The bell schedule will allow for increased student access to the media center, computer lab, and voluntary tutoring rooms during the school day. All RTI intervention programs will also be offered during the extended lunch time. All certified staff members are responsible for the implementation of this plan, as they have tutoring duties, supervision duties, or duties working with intervention programs.

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Focus on Improving Course Team Collaboration

Dacula has required course teams to meet for several years. This will continue as teams with common planning time will be required to meet twice a week and teams without common planning time will meet once per week. Administrators will attend meetings and/or check on meeting notes that are being kept on OneNote. Increased training will be given through planning period meetings to increase the use of data and student achievement results in making decisions in course team meetings. Also, the decisions of course teams will not be optional for individual teachers. Course teams will also consult with other schools that are getting better results in student achievement for the same courses. Release time will be granted to visit these schools.

Lunchtime Tutoring Programs

As part of the Falcon Success Program, students can take advantage of lunchtime tutoring programs. Teachers are assigned to the tutoring rooms during all three one hour lunches to assist students. In the past, the choice of using this service was optional for students passing all of their core classes. DHS has moved toward teachers requiring students to attend tutoring who are even struggling in classes or who fail to turn in assignments. We want to take away the option of failure.