



# 2010-2011 Local School Plan For Improvement

## LSPI Objectives

December 2010

## JONES MIDDLE SCHOOL

Richard P Holland, *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:** Glenn C. Jones students will compare favorably to similar schools in the Top 25 performing school systems in the United States, and achieve "Top 5" ranking compared to other GCPS schools on all assessments. Additionally, our students will demonstrate continuous academic improvement and compare favorably to benchmark schools (schools with higher SES/lower FRL percentages than Jones)

**Objective:** Jones Middle School will increase academic performance in mathematics for all students, including students in the Asian, special education and ELL/LEP subgroups, to meet or exceed annual targets through continuing staff development, emphasizing the quality plus teaching strategies, scheduling additional mathematics instruction during connections, and weekly curriculum planning meetings.

**Objective:** Jones Middle School will increase academic performance in science for all students, including students in the special education and ELL/LEP subgroups, to meet or exceed annual targets through continuing staff development, emphasis on quality plus teaching strategies, and weekly curriculum meetings.

**Objective:** Jones Middle School will increase academic performance in reading/language arts for all students, to meet or exceed annual targets through literacy strategies staff development, building stronger reading habits through summer reading and SSR, and weekly curriculum/collaboration meetings.

# JONES MIDDLE SCHOOL

## LSPI Continued

Richard P Holland, *Principal*

Dr. John Green, *Area Superintendent*

### 2010-2011 Long Term Goals and Objectives

**Objective:** Jones Middle School will increase academic performance in social studies for all students to meet or exceed annual targets through literacy strategies staff development and weekly curriculum/collaboration meetings.

**Objective:** Jones Middle School will increase academic performance in writing for all students to meet or exceed annual targets through literacy strategies staff development for all teachers, continuing writing strategies staff development with Kevin Raczynski, and through using the Georgia Writing Assessment Rubric and anchor papers to teach and score writing in all subject areas.

**Objective:** Glenn C. Jones Middle School will increase attendance for all students, including students in the economically disadvantaged, Hispanic, and students with disabilities subgroups, to meet or exceed annual targets through systematic parent notification, counseling and graduation coach support, student support team intervention, mentoring, and additional extra-curricular activities.

# JONES MIDDLE SCHOOL

## LSPI Continued

Richard P Holland, *Principal*

Dr. John Green, *Area Superintendent*

### Schools Goals - JONES MIDDLE SCHOOL

Goal Title	Goal	Start School Year	End School Year
Jones' students will demonstrate excellence in academic performance.	Glenn C. Jones students will compare favorably to similar schools in the Top 25 performing school systems in the United States, and achieve "Top 5" ranking compared to other GPCS schools on all assessments. Additionally, our students will demonstrate continuous academic improvement and compare favorably to benchmark schools (schools with higher SES/lower FRL percentages than Jones)	2010-11	2014-15
Jones' students will demonstrate excellent citizenship and leadership.	Glenn C. Jones Middle School students will demonstrate a high level of citizenship and leadership resulting in marked improvement in student achievement and student experiences. We provide our students with numerous opportunities to demonstrate leadership and ownership of their school: Peer Leaders, Student Ambassadors, Peer Tutors, Student Council, Jr. Beta Club, Morning News Announcements, Basketball/Cheerleading/Step Team, Student Leadership Academy, Principals' Student Leadership Council, and Student Mentors. Additionally, our students will have the opportunity to request changes to school practices through our unique "Student Request Procedure," designed to provide students with a mechanism for thoughtfully making changes at Jones. As student leadership rises, our students' sense of efficacy increases, resulting in greater ownership of our results and culture.	2010-11	2014-15
Jones' teachers will collaborate effectively.	Collaborative planning is the foundation for improved teacher performance. During collaborative planning meetings, our teachers will study their students' formative and summative assessment results to plan instruction that capitalizes on their strengths and improves their weaknesses. Collaborative planning also allows teachers to learn, and then plan to employ effective teaching strategies. Quality common assessments are also developed during collaborative planning time. As teacher performance improves, student performance will improve. The goal of collaborative planning is to improve our students' results and performance.	2010-11	2014-15

# JONES MIDDLE SCHOOL

## LSPI Continued

Richard P Holland, *Principal*

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Goal Title	Goal	Start School Year	End School Year
Jones' teachers will plan and employ reading and writing strategies in all classes.	Jones' teachers will learn effective reading and writing strategies to help students read their content for meaning and write to demonstrate their understanding.	2010-11	2014-15

### Annual Objective

Jones Middle School will increase academic performance in mathematics for all students, including students in the Asian, special education and ELL/LEP subgroups, to meet or exceed annual targets through continuing staff development, emphasizing the quality plus teaching strategies, scheduling additional mathematics instruction during connections, and weekly curriculum planning meetings.

### Associated Goals

**Goal:** Jones' students will demonstrate excellence in academic performance.

### Implementation Design

#### Strategies For Working With Students With Disabilities

Participants will learn best practice strategies for working with special education students in their regular education classroom.

**SD:** Strategies For Working With Students With Disabilities

Participants will learn best practice strategies for working with special education students in their regular education classroom.

# JONES MIDDLE SCHOOL

## LSPi Continued

Richard P Holland, *Principal*

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### **Collaborative Planning**

Math teachers will use student achievement data, analysis of classroom assessments and literacy strategies to plan engaging, hands-on, problem-solving based lessons for all students, including our Asian, special education and ELL subgroup of students.

### **Depth of Knowledge**

Participants will learn to create assessments using questions that require students to think and communicate at higher levels.

#### **SD: Depth of Knowledge**

Participants will learn to create assessments that require students to think and communicate at higher levels.

### **Districtwide Staff Development**

Math teachers will participate in county-wide math staff development activities, math conferences, Elluminate Sessions, and vertical classroom visitations to observe research-based instructional strategies.

#### **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: AFTER SCHOOL MATH STAFF DEVELOPMENT - MIDDLE SCHOOL**

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: • 6th Standard • 6th Accelerated • 7th Standard • 7th Accelerated • 8th Standard • 8th Accelerated 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: 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.

# JONES MIDDLE SCHOOL

## LSPi Continued

Richard P Holland, *Principal*

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### **iPASS Math Academy**

Level 1 CRCT students will work through a computer based math intervention and problem-solving practice on targeted AKS.

#### **SD: iPASS Training**

iPASS Academy Teachers will be trained to orchestrate student work in the iPASS computer based intervention system.

### **JMS Vertical Math Planning Days**

Math teachers will analyze their math instructional calendars, assessment data, instructional strategies and review alignment of AKS to differentiate instruction for all students depending on their needs.

### **Literacy Staff Development**

Math teachers will learn reading and writing strategies to help students develop in-depth understanding and articulation of math content. Math teachers will integrate math exemplars and writing prompts/anchor papers/writing rubric to improve students' written communication and understanding of mathematical concepts.

#### **SD: Literacy Staff Development**

Math teachers will learn reading and writing strategies to help their students read for meaning and write to communicate their understanding.

### **Math Article Studies**

Math teachers will read, discuss and analyze scholarly research articles to improve their repertoire of instructional strategies, use of manipulatives and development of conceptual learning tasks during curriculum meetings.

### **Mill Creek Cluster Math Advisory Board**

Jones math teachers will work with cluster math teachers to insure vertical alignment of content and instruction, common vocabulary, common process skills, and use of exemplars. Math teachers will have the opportunity to observe model lessons, analyze AKS strengths and weaknesses, and develop rigorous learning activities and assessments.

#### **SD: Mill Creek Cluster Math Advisory Board**

Develop mathematics content experts at all levels within the Mill Creek Cluster

# JONES MIDDLE SCHOOL

## LSPi Continued

Richard P Holland, *Principal*

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### Strategies For Working With English Language Learners

Participants will learn best practice strategies for working with ELL students in their regular education classroom. Teachers will have the opportunity to modify materials for their ELL students.

#### SD: Strategies for Working With English Language Learners

Participants will learn best practice strategies for working with ELL students in their regular education classroom. Teachers will have the opportunity to modify materials for their ELL students.

### Supplemental Connections Math Class

This class is designed to support Level 1 and Students with Disabilities on targeted AKS.

## Annual Objective

Jones Middle School will increase academic performance in science for all students, including students in the special education and ELL/LEP subgroups, to meet or exceed annual targets through continuing staff development, emphasis on quality plus teaching strategies, and weekly curriculum meetings.

## Associated Goals

**Goal:** Jones' students will demonstrate excellence in academic performance.

## Implementation Design

### Collaborative Planning

Science teachers will use student achievement data and their literacy strategies toolkits to plan lessons that are engaging, meaningful, and rigorous for all students, including special education and ELL students.

# JONES MIDDLE SCHOOL

## LSPi Continued

Richard P Holland, *Principal*

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### Depth of Knowledge

Participants will learn to create assessments using questions that require students to think and communicate at higher levels.

#### SD: Depth of Knowledge

Participants will learn to create assessments using questions that require students to think and communicate at higher levels.

### District-wide Staff Development

Science teachers will participate in county-wide staff development activities

#### SD: CLUSTER VERTICAL SCIENCE SUPPORT

The Science Instructional Coach is available to provide guidance to Assistant Principals, Department Chairs, and/or Teacher Leaders who are facilitating Vertical Science Teams in their cluster. Areas of support include, but are not limited to the following areas: analysis of the K-12 science curriculum, developing clarity for the depth and breadth of content responsibility at each grade level in science, and developing high performing grade level collaborative teams. In addition, the Science Instructional Coach will provide cluster representatives with recommendations for exploring and creating common elements of science instruction that can be implemented at every grade level (i.e. lab report format, vocabulary, robotics, science fair, etc.); focusing directly on improving student achievement in science.

#### 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.

### Literacy Staff Development

Science teachers will learn how to employ reading and writing strategies in their classrooms to promote greater understanding and articulation of science content by all students, including SWD and ELL students.

#### SD: Literacy Strategies Staff Development

Science teachers will learn how to employ reading and writing strategies in their classrooms to promote greater understanding and articulation of science content by all students, including SWD and ELL students.



# JONES MIDDLE SCHOOL

## LSPi Continued

Richard P Holland, *Principal*

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### Strategies For Working With English Language Learners

Participants will learn best practice strategies for working with ELL students in their regular education classroom. Teachers will have the opportunity to modify materials for their ELL students.

#### SD: Strategies For Working With English Language Learners

Participants will be provided strategies for working with ELL students in their regular education classrooms. Teachers will have the opportunity to modify materials for their ELL students.

### Strategies For Working With Students With Disabilities

Participants will learn best practice strategies for working with students with disabilities in their regular education classroom.

#### SD: Strategies For Working With Students With Disabilities

Participants will learn best practice strategies for working with students with disabilities in their regular education classroom.

## Annual Objective

Jones Middle School will increase academic performance in writing for all students to meet or exceed annual targets through literacy strategies staff development for all teachers, continuing writing strategies staff development with Kevin Raczynski, and through using the Georgia Writing Assessment Rubric and anchor papers to teach and score writing in all subject areas.

## Associated Goals

**Goal:** Jones' students will demonstrate excellence in academic performance.

## Implementation Design

### Collaborative Planning

All teachers will use student achievement data and their literacy strategies toolkit to plan engaging, meaningful, and rigorous lessons for all students.

# JONES MIDDLE SCHOOL

## LSPi Continued

Richard P Holland, *Principal*

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### **Enrichment Writing and Public Speaking Connection Class**

This new connection class offers students an additional training in writing and public speaking.

### **Literacy Strategies Staff Development**

All teachers will learn how to employ writing strategies in their classrooms to promote greater understanding and articulation of course content. All teachers will learn to use content area anchor papers and the content area writing rubric to assess student writing in their content area.

#### **SD: Literacy Strategies Staff Development**

All teachers will learn to employ writing strategies in their classrooms that promote greater understanding and articulation of their content. All teachers will learn to use content area anchor papers and the content area writing rubric to assess student writing in their content area.

### **Practice Writing Test**

The August practice writing test is used to establish a baseline and address student writing needs. The 6th grade test is scored locally; 7th and 8th grade tests are scored by the Georgia Center for Assessment.

### **Quarterly Writing Prompts; Open-Ended Assessment Questions; Writing Rubrics**

All content area teachers will plan quarterly content area writing prompts and open-ended assessment questions. Content area teachers will use anchor papers and the content area writing rubric to assess student writing in their content area.

### **Writing Strategies Staff Development for LA, SS, SCI Teachers**

Content area teachers will continue learning strategies developed by Kevin Raczynski to help students develop greater proficiency in writing.

#### **SD: Kevin Raczynski Writing Staff Development**

Language Arts, Social Studies, and Math teachers will learn strategies to increase their students' writing performance in their respective content areas.

### **Annual Objective**

Glenn C. Jones Middle School will increase attendance for all students, including students in the economically disadvantaged, Hispanic, and students with disabilities subgroups, to meet or exceed annual targets through systematic parent notification, counseling and graduation coach support, student support team intervention, mentoring, and additional extra-curricular activities.

# JONES MIDDLE SCHOOL

## LSPI Continued

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### Associated Goals

**Goal:** Jones' students will demonstrate excellence in academic performance.

### Implementation Design

#### Additional Extra-Curricular Activities

We are connecting more students to school by adding new extra-curricular activities each year. All are designed to provide students with a better school experience and greater commitment to school.

#### Graduation Coach Support

Transition and retained students receive close monitoring and support from our Grad Coach, who also provides communication and engagement of parents.

#### Lunch and Learn Program

Students who need additional support with organization and social skills meet with their counselor to eat lunch and learn new skills that will help them be more successful at school.

#### New Student Ambassadors

Students new to the school are greeted and assisted by students who have been trained to assist them.

#### Parent Notification

Parents of students who are unexcused absent 5, 7, 10 or more days are notified of the negative impact and consequences of poor attendance. All parents have real-time access to their children's attendance record in the Parent Portal

#### Peer Leaders

Peer Leaders are matched with students who need additional support and tutoring in their academic classes.

# JONES MIDDLE SCHOOL

## LSPI Continued

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### **RTI**

Students who are not academically successful often have a history of poor attendance. The RTI process for these students will result in strategies to help students improve their attendance.

### **SARC**

Students with 15 or more absences will have a School Attendance Review Committee meeting to create a plan of support for the student.

### **School Counseling**

Students who are absent 10 or more days are referred to their counselor for individualized support. Parents are contacted and invited to a conference to develop a plan of support for their child.

### **Student Mentoring**

84 - eighth grade students have been trained to teach the 6th grade advisement lessons, mentor small groups of 6th graders, and provide encouragement and role models for all 6th grade students. Four teams of mentors are teaching 7th grade advisement lessons in a pilot program. We are in discussion about extending the mentor program to 7th grade and 5th grade.