



2011 - 2012 Local School Plan For Improvement

LSPI Objectives

MILL CREEK HIGH SCHOOL

Jim L Markham, *Principal*

Dr. Steven W Flynt, *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.

2011-2012 Long Term Goals and Objectives

Goal: Based on student assessment data, identify students at risk for not meeting annual performance standards on AYP indicators.

Objective: Mill Creek High School will increase the academic performance on the Language Arts section of the Georgia High School Graduation Test (GHS GT) for all students to meet or exceed annual targets by using data analysis, creative instructional strategies, proactive academic intervention, and language arts tutorials.

Objective: Mill Creek High School faculty and staff will strive to increase academic performance in the area of mathematics. We will use the GHS GT as our measurement tool. Our goal is for all students to meet or exceed annual targets. We will utilize data analysis, creative instructional strategies, proactive academic and extension opportunities, and implement before, during and after school tutorials.

Objective: Mill Creek High School students will demonstrate measurable gains on all sections of the GHS GT, Gateway, EOCT, AP Exams, SAT and the ACT.

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LSPI Continued

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Schools Goals - MILL CREEK HIGH SCHOOL

Goal Title	Goal	Start School Year	End School Year
Exercise precision in identifying student needs and provide for the individualized instructional needs of all students	Based on student assessment data, identify students at risk for not meeting annual performance standards on AYP indicators.	2010-11	2013-14

Annual Objective

Mill Creek High School will increase the academic performance on the Language Arts section of the Georgia High School Graduation Test (GHS GT) for all students to meet or exceed annual targets by using data analysis, creative instructional strategies, proactive academic intervention, and language arts tutorials.

Associated Goals

Goal: Exercise precision in identifying student needs and provide for the individualized instructional needs of all students

Implementation Design

MILL CREEK HIGH SCHOOL

LSPI Continued

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High Quality Learning Experiences for Teachers and Students

In order to identify and respond to specific learning needs of individuals and groups of students, teachers will engage in a comprehensive training program to improve classroom achievement related to the literacy areas of reading, writing, vocabulary, listening and speaking. Improvement of student learning skills will be addressed through a three-part training program in which teachers will participate.

Part 1 – Development of Collaborative Assessments:

Course teams across disciplines will meet and conduct the process to develop and analyze data for five common assessments during first semester. The process will work on a three week rotation and include the following phases: 1. Select AKS for assessment; 2. Determine how mastery will look; 3. Design assessment in alignment with AKS, to include at least some items that parallel standardized test items from the Gateway, EOCT, ACT, SAT/PSAT, and/or A.P. Exam; 4. Teach content with a focus on student involvement in peer collaboration, summarizing, and critical thinking; 5. Administer assessment; 6. Analyze student performance by aggregate and disaggregated groups (to include at a minimum special education and ELL), determine group and individual needs, and design interventions.

Part 2 – Action Research:

Teachers will conduct action research within their classrooms to determine the effectiveness of instructional strategies on increasing student achievement. The process will include the following components: 1. Teachers will identify a subgroup of students to target for either instructional support or academic challenge; 2. The teacher will determine if the group of students will receive support in reading comprehension, vocabulary development, writing, listening and speaking, or EOCT content; 3. The teacher will determine which interventions to include to address student needs, to include at a minimum student involvement in peer collaboration, summarizing, or critical thinking; 4. A baseline will be established for each group's performance, followed by at least three formative assessments and a summative post-assessment directly related to the content and instructional strategy

Part 3 – Supplemental Training:

In addition to collaborative planning and action research, teachers will participate in a formal, self-selected training program focused on one of the following interest areas: 1. Literacy and vocabulary; 2. Critical thinking; 3. Assessment development; 4. Data analysis. District, local school, and departmental options will be provided, in addition to consideration of graduate and other organizational courses. The predominant expectation is that content learned will be directly applied to classroom practices.

MILL CREEK HIGH SCHOOL

LSPi Continued

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SD: Language Arts: Research-Based Strategies

Language arts teachers will meet monthly in a professional learning community to share, exemplify and model research-based strategies for teaching language arts. Work will center on teaching the AKS and creating assessments to effectively measure student progress.

SD: Professional Learning Community: Common Assessments

Grade-level, course specific teams will work together to develop and implement common assessments based on the AKS. Teams will analyze data from student performance, with a focus on subgroup data, and determine interventions to assist struggling learners. Teams will meet at least 5 times on a rotating three-week cycle.

SD: QPTS Literacy and Vocabulary Online Course

Within the 2-PLU course, participants will learn: 1. how students develop an understanding of vocabulary; 2. strategies for vocabulary development; and 3. and lesson planning process for deliberately advancing student vocabulary proficiency.

Ongoing Data Collection on Student Engagement

Assistant principals will routinely conduct data collection visits to classrooms to determine level of student engagement, particularly as related to involvement with the Quality Plus Strategies of collaboration, summarizing, and critical thinking. Further, data will be collected on classroom activities tied to literacy and critical thinking, in addition to teacher application of Quality Plus Instructional Strategies. Data will be used to identify strengths and growth areas and plan for continuous improvement.

Annual Objective

Mill Creek High School faculty and staff will strive to increase academic performance in the area of mathematics. We will use the GHSGT as our measurement tool. Our goal is for all students to meet or exceed annual targets. We will utilize data analysis, creative instructional strategies, proactive academic and extension opportunities, and implement before, during and after school tutorials.

Associated Goals

Goal: Exercise precision in identifying student needs and provide for the individualized instructional needs of all students

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LSPI Continued

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Implementation Design

High Quality Learning Experiences for Teachers and Students

In order to identify and respond to specific learning needs of individuals and groups of students, teachers will engage in a comprehensive training program to improve classroom achievement related to the mathematics areas of calculation and problem solving. Improvement of student learning skills will be addressed through a three-part training program in which teachers will participate.

Part 1 – Development of Collaborative Assessments:

Course teams across disciplines will meet and conduct the process to develop and analyze data for five common assessments during first semester. The process will work on a three week rotation and include the following phases: 1. Select AKS for assessment; 2. Determine how mastery will look; 3. Design assessment in alignment with AKS, to include at least some items that parallel standardized test items from the Gateway, EOCT, ACT, SAT/PSAT, and/or A.P. Exam; 4. Teach content with a focus on student involvement in peer collaboration, summarizing, and critical thinking; 5. Administer assessment; 6. Analyze student performance by aggregate and disaggregated groups (to include at a minimum special education and ELL), determine group and individual needs, and design interventions.

Part 2 – Action Research:

Teachers will conduct action research within their classrooms to determine the effectiveness of instructional strategies on increasing student achievement. The process will include the following components: 1. Teachers will identify a subgroup of students to target for either instructional support or academic challenge; 2. The teacher will determine if the group of students will receive support in math calculation, problem solving, or EOCT content; 3. The teacher will determine which interventions to include to address student needs, to include at a minimum student involvement in peer collaboration, summarizing, or critical thinking; 4. A baseline will be established for each group's performance, followed by at least three formative assessments and a summative post-assessment directly related to the content and instructional strategy

Part 3 – Supplemental Training:

In addition to collaborative planning and action research, teachers will participate in a formal, self-selected training program focused on one of the following interest areas: 1. Mathematics planning and instruction; 2. Critical thinking; 3. Assessment development; 4. Data analysis. District and local school options will be provided, in addition to consideration of graduate and other organizational courses. The predominant expectation is that content learned will be directly applied to classroom practices.

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SD: District-Based Training for Integrated Algebra and Integrated Geometry Teachers

IA and IG teachers will attend district-sponsored training to develop content and strategies appropriate to each course. Teachers will apply this training in collaborative planning sessions focused on development of and analysis of student performance on common assessments.

SD: Professional Learning Community: Common Assessments

Grade-level, course specific teams will work together to develop and implement common assessments based on the AKS. Teams will analyze data from student performance, with a focus on subgroup data, and determine interventions to assist struggling learners. Teams will meet at least 5 times on a rotating three-week cycle.

Ongoing Data Collection on Student Engagement

Assistant principals will routinely conduct data collection visits to classrooms to determine level of student engagement, particularly as related to involvement with the Quality Plus Strategies of collaboration, summarizing, and critical thinking. Further, data will be collected on classroom activities tied to math calculation and critical thinking, in addition to teacher application of Quality Plus Instructional Strategies. Data will be used to identify strengths and growth areas and plan for continuous improvement.

Annual Objective

Mill Creek High School students will demonstrate measurable gains on all sections of the GHSGT, Gateway, EOCT, AP Exams, SAT and the ACT.

Associated Goals

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Increase Student Experience with Standardized Test Items

In order to increase student performance on standardized tests, a comprehensive shift to including standardized type items on classroom assessments will be implemented. All teachers will determine the standardized assessment with content and a format most similar to the curricular and assessment needs of their classes. Teachers will then study examples from the assessment and include parallel items on their own classroom assessments. Initial exposure to test items will come through a one-hour training session. An in-depth, two PLU training program will be provided as an optional learning opportunity to develop greater facility in item design.

Development of items will occur via collaborative planning, as described below.

Development of Collaborative Assessments: Course teams across disciplines will meet and conduct the process to develop and analyze data for five common assessments during first semester. The process will work on a three week rotation and include the following phases: 1. Select AKS for assessment; 2. Determine how mastery will look; 3. Design assessment in alignment with AKS, to include at least some items that parallel standardized test items from the Gateway, EOCT, ACT, SAT/PSAT, and/or A.P. Exam; 4. Teach content with a focus on student involvement in peer collaboration, summarizing, and critical thinking; 5. Administer assessment; 6. Analyze student performance by aggregate and disaggregated groups (to include at a minimum special education and ELL), determine group and individual needs, and design interventions.

Online Assessment Course:

This in-depth workshop will familiarize teachers with best practices for creating assessments that are fair, equitable, and comparable to common standardized assessments. Instruction will focus on item construction and revision. Course units will include the following topics: 1. Assessment overview; 2. Analysis of current assessments; 3. Depth of Knowledge; 4. Rubrics and mastery; 5. Designing multiple choice items; 6. Format of standardized test items.

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LSPI Continued

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Standardized Testing Intervention

In order to increase opportunity for success on the part of students that have previously failed the science and/or social studies portions of the Georgia High School Graduation Test (GHS GT) and/or the high school Gateway exam, we will provide an intensive content-based review program two to four weeks prior to the retest. Students targeted for this mandatory program are fifth-year seniors and other students that have passed neither the GHS GT nor one of the related End of Course Tests.

Georgia High School Graduation Test

Testing intervention for the GHS GT will be conducted for three cycles during the school year. The amount of time provided for intervention is based upon the timing of the test within the semester. For the first retest in the fall and the main administration in the spring, four weeks of intervention will be provided in the form of approximately 25 minutes of school day instruction by a content area teacher four days a week. Due to time constraints, two weeks of the same program will be provided prior to the second retest in the fall.

Gateway

Testing intervention for the Gateway will be conducted for two cycles of five weeks during the school year. For both the retest and the main administration, students will attend mandatory sessions of approximately 25 minutes of school day instruction by a content area teacher four days a week.

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Test preparation and collaborative assessments.

Including Target Population Students will be provided opportunities for practice and improvement on standardized assessments.

1. Collaborative teams will design, implement, and analyze classroom-based common assessments that include items typical to standardized assessments administered at the high school level.
2. SAT Prep Verbal and Math will be made available through the Community School.

SD: Developing Quality Assessments

This in-depth workshop will familiar teachers with best practices for creating assessments that are fair, equitable, and comparable to common standardized assessments. Instruction will focus on item construction and revision.

SD: Professional Learning Community: Common Assessments

Grade-level, course specific teams will work together to develop and implement common assessments based on the AKS. Further, these assessments will include items comparable to those on standardized tests the students will encounter. Teams will analyze data from student performance, with a focus on subgroup data, and determine interventions to assist struggling learners. Teams will meet at least 5 times on a rotating three-week cycle.