



2012 - 2013 Local School Plan For Improvement

LSPI Objectives

TWIN RIVERS MIDDLE

Linda C Boyd, *Principal*

Nancy Martin, *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: Twin Rivers Middle School will prepare students to demonstrate world-class standards for literacy, numeracy, and problem-solving. All students will leave middle school prepared to successfully participate in advanced placement courses at the high school level.

Objective: Increase academic performance in English/Language Arts, Reading, and Writing for all students, particularly for Students with Disabilities, Black, and Hispanic subgroups, to meet or exceed baseline targets through a balanced literacy approach that includes: direct reading instruction across genres, direct writing instruction, the integration of grammar instruction, and targeted interventions.

Objective: Increase academic performance in mathematics for all students, particularly for the Students with Disabilities, Black, and Hispanic subgroups, to meet or exceed baseline targets through vertical alignment in instructional practices, vocabulary development, maintenance of previously taught concepts, problem solving tasks, writing to explain math reasoning, frequent comprehensive formative assessments, and targeted interventions.

TWIN RIVERS MIDDLE

LSPI Continued

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2012-2013 Long Term Goals and Objectives

Objective: Increase academic performance in Science for all students, particularly Students with Disabilities, Black, and Hispanic subgroups, to meet or exceed baseline targets through inquiry-based lessons, vocabulary development, direct instruction in reading comprehension, critical thinking, and written responses to demonstrate a high level of understanding of the science concepts.

Objective: Increase academic performance in social studies for all students, particularly for Students with Disabilities, Black, and Hispanic subgroups, to meet or exceed baseline targets through vocabulary development, direct instruction in reading and writing in context, rigorous assessments, and targeted enrichment/interventions.

TWIN RIVERS MIDDLE

LSPI Continued

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Schools Goals - TWIN RIVERS MIDDLE

Goal Title	Goal	Start School Year	End School Year
Excellence for All Students Through Rigorous Instruction and Assessment	Twin Rivers Middle School will prepare students to demonstrate world-class standards for literacy, numeracy, and problem-solving. All students will leave middle school prepared to successfully participate in advanced placement courses at the high school level.	2010-11	2017-18
Standard for Rigor	Establish a k-12 standard for rigor resulting in increased participation in and successful completion of accelerated courses and in the number of students scoring a 3, 4, or 5 on Advanced Placement Tests in high school.	2010-11	2015-16

Annual Objective

Increase academic performance in English/Language Arts, Reading, and Writing for all students, particularly for Students with Disabilities, Black, and Hispanic subgroups, to meet or exceed baseline targets through a balanced literacy approach that includes: direct reading instruction across genres, direct writing instruction, the integration of grammar instruction, and targeted interventions.

Associated Goals

Goal: Excellence for All Students Through Rigorous Instruction and Assessment

Implementation Design

Diagnostic Writing Samples

Writing Samples will be completed in every grade level in the fall and scored by teachers. The results from the scoring will be used to target instruction and improve students' writing skills. In the fall eighth grade samples will be submitted for scoring to the Georgia Center for Assessment. Seventh grade samples will be completed again in the spring, scored by teachers, and also submitted to the Georgia Center for Assessment for scoring.

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LSPI Continued

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SD: Assessing Writing

All language arts teachers will participate in half-day training with Kevin Raczynski on scoring writing. Emphasis will be placed on instructional strategies that improve students' skills in the development of ideas and organization.

Mentor Texts

Each grade level will identify mentor texts across genres to be used for balanced literacy instruction. Selected texts will be copied, bound, and provided to each student for direct reading and writing instruction, specifically using annotation.

SD: Increasing Literacy Skills

Participants will complete a book study on Focus by Mike Schmoker. Key concepts for literacy development will be utilized to improve instructional planning/delivery and student learning.

Theme-Based instruction

The focus will be to teach students to read like writers. Teachers will provide a balanced literacy approach to instruction by infusing grammar instruction in context of reading and writing. In addition, language arts teachers and social studies teachers will collaborate to share themes across content areas.

Annual Objective

Increase academic performance in mathematics for all students, particularly for the Students with Disabilities, Black, and Hispanic subgroups, to meet or exceed baseline targets through vertical alignment in instructional practices, vocabulary development, maintenance of previously taught concepts, problem solving tasks, writing to explain math reasoning, frequent comprehensive formative assessments, and targeted interventions.

Associated Goals

Goal: Excellence for All Students Through Rigorous Instruction and Assessment

Implementation Design

TWIN RIVERS MIDDLE

LSPI Continued

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Bear Dash/Mental Math

Students will participate daily in a two-minute computational drill focused on basic skills. Students set goals and chart their progress on each drill set. Drill sets focus on grade level specific targets.

Vertical Alignment for Methodology

Teacher leaders in math, representing each grade level and program area, will meet 2-3 times throughout the year to determine areas where alignment is needed to ensure smooth transitions as students move from one grade level to another. All math teachers will meet on a quarterly basis to ensure vertical alignment for instruction and assessment.

SD: BUILDING LITERACY THROUGH INTERACTIVE NOTE-TAKING AND SUMMARIZING

Cluster representatives will continue a vertical team initiative on building literacy skills across all content areas through interactive note-taking and summarizing. Participants will develop model lessons using the strategies, train other teachers within the school, and model/instruct students. In addition, participants will observe teachers effectively using the strategies at the elementary, middle, and high school levels.

SD: Interactive Note-Taking in the Math Classroom

All math teachers will be provided release time to receive more in-depth training on interactive note-taking and the development of specific learning activities for students to demonstrate conceptual understanding of math.

Writing to Explain Math Reasoning

Teachers will provide opportunities in each unit for students to apply appropriate strategies to solve problems, communicate mathematical reasoning, and evaluate mathematical thinking of others.

SD: Increasing Literacy Skills in Mathematics

Participants will complete a book study on Focus by Mike Schmoker. Key concepts for literacy development will be utilized to improve instructional planning/delivery and student learning.

Annual Objective

Increase academic performance in Science for all students, particularly Students with Disabilities, Black, and Hispanic subgroups, to meet or exceed baseline targets through inquiry-based lessons, vocabulary development, direct instruction in reading comprehension, critical thinking, and written responses to demonstrate a high level

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LSPI Continued

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of understanding of the science concepts.

Associated Goals

Goal: Excellence for All Students Through Rigorous Instruction and Assessment

Implementation Design

Direct Instruction in reading comprehension, critical thinking, and written responses

All science teachers will utilize reading strategies that increase students' comprehension skills, vocabulary development in science, and writing skills. All grade levels will utilize science based materials (articles, websites, etc.) not found in the textbook. All assessments will include reading passages and questions that require written responses from students. Students will also be required to respond to a document-based writing prompt specific to grade level science content. Students in the gifted program will participate in accelerated science.

Accelerated science students will participate in the science fair.

SD: Document-Based Writing

Participants will be trained how to develop document-based writing prompts and score the student responses using a common rubric.

SD: Increasing Literacy Skills in Science

Participants will complete a book study on Focus by Mike Schmoker. Key concepts for literacy development will be utilized to improve instructional planning/delivery and student learning.

Hands-on Activities & Labs

Students will participate in hands-on activities and lab experiences to reinforce science concepts. Lab experiences in every unit will include direct instruction in the scientific process. Students will use numeracy skills to collect and graph data, make inferences, and draw conclusions during inquiry-based instruction. Students will have opportunities to create, interpret, compare, and analyze data charts and graphs during each unit of instruction.

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LSPI Continued

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Interactive Note-taking

Extensive use of interactive note-taking to activate prior knowledge, make connections, and annotate text for stronger comprehension of concepts presented.

SD: BUILDING LITERACY THROUGH INTERACTIVE NOTE-TAKING AND SUMMARIZING

Cluster representatives will continue a vertical team initiative on building literacy skills across all content areas through interactive note-taking and summarizing. Participants will develop model lessons using the strategies, train other teachers within the school, and model/instruct students. In addition, participants will observe teachers effectively using the strategies at the elementary, middle, and high school levels.

Annual Objective

Increase academic performance in social studies for all students, particularly for Students with Disabilities, Black, and Hispanic subgroups, to meet or exceed baseline targets through vocabulary development, direct instruction in reading and writing in context, rigorous assessments, and targeted enrichment/interventions.

Associated Goals

Goal: Excellence for All Students Through Rigorous Instruction and Assessment

Implementation Design

Critical Thinking & Real Life Applications

Collaboration between social studies teachers to deliberately plan opportunities to increase students' ability to: understand raw numerical data in context, understand percentages in context, understand the meaning of average, and interpret and question graphs and charts.

TWIN RIVERS MIDDLE

LSPi Continued

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Direct instruction in reading comprehension, critical thinking, and written responses

With a strong emphasis on informational texts, all Social Studies teachers will model reading strategies that increase students' comprehension skills, vocabulary development in Social Studies, and writing skills. All teachers will utilize primary and secondary sources for units of study in order to increase students' literacy skills. Selected primary and secondary sources will be copied, bound, and provided to each student for direct reading and writing instruction, specifically using annotation. All assessments will include reading passages and questions that require written responses from students. Teachers will also develop semester document-based writing prompts to increase students' technical writing skills. Using common grading rubric, Social Studies and Language Arts teachers will meet to calibrate their ratings of students' written responses. Lessons will be presented in such a way as to require critical thinking/problem solving.

SD: Document-Based Writing

Participants will be trained how to develop document-based writing prompts and score the student responses using a common rubric.

SD: Increasing Literacy Skills in Social Studies

Participants will complete a book study on Focus by Mike Schmoker. Key concepts for literacy development will be utilized to improve instructional planning/delivery and student learning.

Interactive Note-taking

Extensive use of interactive note-taking by all social studies teachers to activate prior knowledge, make connections, and annotate text for stronger comprehension of concepts presented.

SD: BUILDING LITERACY THROUGH INTERACTIVE NOTE-TAKING AND SUMMARIZING

Cluster representatives will continue a vertical team initiative on building literacy skills across all content areas through interactive note-taking and summarizing. Participants will develop model lessons using the strategies, train other teachers within the school, and model/instruct students. In addition, participants will observe teachers effectively using the strategies at the elementary, middle, and high school levels.