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:** No goal associated with this objective

**Objective:** Summerour Middle School will increase academic performance in Science for all students and all subgroups to meet and/or exceed annual targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. These strategies will be used to facilitate the mastery of vocabulary development, problem-solving techniques and inquiry-based learning. We will implement small group sessions for high-impact ELL and SWD students who did not meet standards based on CRCT scores. These classes will be taught by highly-qualified science teachers in extended learning programs. We will offer an 8th grade Study Skills class to further support students in need, based on classroom performance. We will increase the number of students in the exceeds category by continuing to offer 8th grade accelerated Science classes and adding accelerated Science classes in 6th and 7th grades. Class placement will be determined by analyzing CRCT and classroom performance data.
2010-2011 Long Term Goals and Objectives

Objective:
Summerour Middle School will increase academic performance in Social Studies for all students and all subgroups to meet and/or exceed annual targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. Social Studies and Language Arts will collaborate on document based questions (DBQ) in which students respond to a social studies themed prompt. We will implement small group sessions for high-impact ELL and SWD students who did not meet standards based on CRCT scores. These classes will be taught by highly-qualified social studies teachers in extended learning programs.

Objective: Summerour Middle School will increase attendance for all students to meet and/or exceed annual targets by having teachers call parents after 2 days and 5 days of absence; referral to grade level counselor after 5th absence; counselors will meet with referred students; students will be assigned to a small group when appropriate and at ten absences. Additionally a parent workshop will be conducted for parents of students with 5 absences; parent conference with administrator after 5th absence.
2010-2011 Long Term Goals and Objectives

**Goal:** Summerour Middle School will adopt instructional best practices for all students and subgroups to enhance literacy skills by focusing on reading and writing across the curriculum. Students will have the opportunities to utilize programs such as Flocabulary, develop an understanding of document based question writing and reading enhancement strategies.

**Objective:** Summerour Middle School will increase academic performance in Reading, English/Language Arts for all students (with emphasis on subgroups ELL and SWD) to meet and/or exceed annual baseline targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. A full-time literacy coach and ESOL instructional coach will provide teacher training, conduct parent workshops and provide small-group instruction to high-impact SWD and ELL students who did not meet standards based on CRCT scores. These students will also be served through extended learning programs and a reading connections class. We will increase the number of students who achieve in the exceeds category on the CRCT by developing accelerated language arts classes for high-performing, non-gifted students at all grade levels.

**Objective:** Summerour Middle School will increase academic performance in Writing for all students and all subgroups to meet and/or exceed annual targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. We will implement a schoolwide initiative whereby all students will respond to a common document based question (DBQ) quarterly. The DBQ’s will be rated based on the state writing rubric and the results will be used to drive further writing instruction. Additionally, the first quarter 8th grade DBQs will be sent to The Writing Assessment Center at The University of Georgia for rating. Based on these results, 8th grade students will receive small group instruction in preparation for the 8th Grade Writing Assessment.
2010-2011 Long Term Goals and Objectives

**Goal:** Summerour Middle School will continue to focus on using research based strategies to enhance student achievement in Mathematics. Students will be provided an opportunity to attend Success Saturdays, participate in iPass and take advantage of before and after school tutoring.

**Objective:** Summerour Middle School will increase academic performance in Mathematics for all students (with emphasis on subgroups ELL and SWD) to meet and/or exceed annual baseline targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. A full-time Mathematics coach and math-certified SWD instructional coach will provide teacher training, conduct parent workshops and provide small-group instruction to high-impact SWD and ELL students who did not meet standards based on CRCT scores. These students will also be served through extended learning and math remediation programs. We will increase the number of students who achieve in the exceeds category on the CRCT by offering additional accelerated Mathematics courses. Class placement will be determined by CRCT scores and class performance.
### Schools Goals - SUMMEROUR MIDDLE

<table>
<thead>
<tr>
<th>Goal Title</th>
<th>Goal</th>
<th>Start School Year</th>
<th>End School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Involvement</td>
<td>Summerour Middle School understands the importance of increasing parental involvement to support student achievement. Summerour Middle School will provide multiple opportunities for parents to receive extra support in the areas of English Language acquisition, technology proficiency and enhancement of parenting skills.</td>
<td>2010-11</td>
<td>2014-15</td>
</tr>
<tr>
<td>Summerour Literacy Long-Term Goal</td>
<td>Summerour Middle School will adopt instructional best practices for all students and subgroups to enhance literacy skills by focusing on reading and writing across the curriculum. Students will have the opportunities to utilize programs such as Flocabulary, develop an understanding of document based question writing and reading enhancement strategies.</td>
<td>2010-11</td>
<td>2014-15</td>
</tr>
<tr>
<td>Summerour Mathematics Long-Term Goal</td>
<td>Summerour Middle School will continue to focus on using research based strategies to enhance student achievement in Mathematics. Students will be provided an opportunity to attend Success Saturdays, participate in iPass and take advantage of before and after school tutoring.</td>
<td>2010-11</td>
<td>2015-16</td>
</tr>
</tbody>
</table>

### Annual Objective
Summerour Middle School will increase academic performance in Mathematics for all students (with emphasis on subgroups ELL and SWD) to meet and/or exceed annual baseline targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. A full-time Mathematics coach and math-certified SWD instructional coach will provide teacher training, conduct parent workshops and provide small-group instruction to high-impact SWD and ELL students who did not meet standards based on CRCT scores. These students will also be served through extended learning and math remediation programs. We will increase the number of students who achieve in the exceeds category on the CRCT by offering additional accelerated Mathematics courses. Class placement will be determined by CRCT scores and class performance.

### Associated Goals
**Goal:** Summerour Mathematics Long-Term Goal

### Implementation Design
**Academic Support**
Math support program geared to increasing the success of at-risk students.

**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.
**Collaboration**
Conduct weekly curriculum meetings to: utilize data analysis to target weak areas, create and implement common assessments, share quality-plus teaching strategies, plan for instruction, provide strategies and feedback opportunities from professional learning and analyze student work and achievement.

Attend cluster vertical meetings

**Mentor new teachers**

**SD:** NORCROSS: To establish a collaborative k-12 vertical cohort of grade level Math leaders, all with the common goal of building a strong community of Math educators and students.
- Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur
- Make available all materials (LSPI, rubrics, tasks, essential vocabulary, etc.)
- Explore expansion of collaboration to incorporate elements, such as Depth of Knowledge (DOK) assessment, problem solving, differentiated teaching strategies.

**Improve Student Performance**
Create and implement common assessments by grade level with short answer prompts (modifications for accelerated, gifted, ELL, and SPED populations).

Review and target weak areas on Interim Assessments to guide instructions (small group, student peers, one-on-one support).

iPass remediation program provided through connections, small-group and extended learning programs.

**SD:** Effective Math Teaching Strategies
This course is designed to provide Mathematics teachers an opportunity to learn effective strategies for working with at-risk populations. Teachers could earn 1 PLU for participating in this course that will be led by the Mathematics Coach

**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.

**Literacy Focus**
Utilization of the Sheltered Instructional Observation Protocol (SIOP) model to enhance literacy skills through the use of language objectives.

**SD:** VISION 2016, PHASE 1, COHORT 2
Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

**Parent Involvement**
Communicate consistently with parents in a variety of ways.

Invite parents to informational meetings addressing instruction which will include making parents aware of testing, curriculum (AKS) and instruction, as well as providing parent activities that focus on math instruction and improving home/school communication.

**SD:** Parent Involvement Strategies
Through our parent involvement center, parents will meet with faculty to address strategies to include what teachers can do to foster positive parent relationships.

**Annual Objective**
Summerour Middle School will increase academic performance in Reading, English/Language Arts for all students (with emphasis on subgroups ELL and SWD) to meet and/or exceed annual baseline targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. A full-time literacy coach and ESOL instructional coach will provide teacher...
training, conduct parent workshops and provide small-group instruction to high-impact SWD and ELL students who did not meet standards based on CRCT scores. These students will also be served through extended learning programs and a reading connections class. We will increase the number of students who achieve in the exceeds category on the CRCT by developing accelerated language arts classes for high-performing, non-gifted students at all grade levels.

### Associated Goals

**Goal:** Summerour Literacy Long-Term Goal

### Implementation Design

#### Academic Support
- Language Arts Support classes for at risk students provided through Connections
- Reading Specialist
- ESOL Support

- Connection Language Arts Enrichment class
- * Read 180
- * Young Adult Novel Studies
- * Writing/Journalism class

#### Collaboration
- Conduct weekly curriculum meetings
  - Utilize data analysis to target weak areas
  - Create and implement common assessments
  - Share quality-plus teaching strategies
  - Plan for instruction
  - Provide strategies and feedback opportunities from professional learning (SIOP, differentiated instruction, etc.)
  - Analyze student work and achievement

- Quarterly cluster vertical team meetings
- Mentor new teachers

**SD:** Norcross Cluster LA Vertical Team

To establish a collaborative k-12 vertical cohort of grade level language arts leaders, all with the common goal to improve literacy teaching and learning. • Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur • Continue Document-Based-Question Essays • Continue the discussion of best practices in the area of Writing Workshops
**Improve Student Performance**
Create and implement common assessments by grade level (modifications for accelerated, gifted, ELL and SPED population).
Continue to review and target weak areas on Interim Assessments to guide instruction (small group, student peers, one-on-one support)
Continue to incorporate technology and media in instructional delivery and in student work.
Continue to develop IB program assessments and rubrics

**SD: Norcross Cluster LA Vertical Team**
To establish a collaborative k-12 vertical cohort of grade level language arts leaders, all with the common goal to improve literacy teaching and learning. • Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur • Continue Document-Based-Question Essays • Continue the discussion of best practices in the area of Writing Workshops

**Literacy Focus**
Utilization of common planning time to enhance literacy skills through reading and writing
Student-driven practices/products to reinforce skills and concepts:
* DBQ question writing
* Expository/persuasive writing
* IB Assessments

**SD: SUMMER LITERACY INSTITUTE**
An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

**SD: VISION 2016, PHASE 1, COHORT 2**
Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

**Parent Involvement**
Develop and present literacy activities
Communicate consistently with parents in a variety of ways

Invite parents to informational meetings addressing instruction
* Parent awareness of testing, curriculum (AKS), and instruction
* Parent activities focusing on reading and writing and improving home communication
* Parent Center with resource materials

**SD: Parent Involvement Strategies**
Through our parent involvement center, parents will meet with faculty to address strategies to include what teachers can do to foster positive parent relationships.

**Annual Objective**
Summerour Middle School will increase academic performance in Science for all students and all subgroups to meet and/or exceed annual targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. These strategies will be used to facilitate the mastery of vocabulary development, problem-solving techniques and inquiry-based learning. We will implement small group sessions for high-impact ELL and SWD students who did not meet standards based on CRCT scores. These classes will be taught by highly-qualified science teachers in extended learning programs. We
will offer an 8th grade Study Skills class to further support students in need, based on classroom performance. We will increase the number of students in the exceeds category by continuing to offer 8th grade accelerated Science classes and adding accelerated Science classes in 6th and 7th grades. Class placement will be determined by analyzing CRCT and classroom performance data.

**Associated Goals**

**Goal:** No goal associated with this objective

**Implementation Design**

**Collaboration**

- Conduct weekly curriculum meetings
- Utilize data analysis to target weak areas
- Create and implement common assessments
- Share quality-plus teaching strategies
- Plan for instruction
- Provide strategies and feedback opportunities from professional learning (SIOP and Differentiated Instruction)
- Analyze student work and achievement

Quarterly cluster vertical team meetings

**Mentor new teachers**

**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: NORCROSS**

To establish a collaborative k-12 vertical cohort of grade level science leaders, all with the common goal of assessing an inquiry learning lab product, in order to build a strong community of science educators.

- Assess students at least once each semester, and continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur
- Observations by all team members of at least one teacher from another level on an inquiry lab day
- Make available all materials (LSPI, rubrics, tasks, essential vocabulary, etc.) through the county science website to the entire vertical team
- Explore expansion of the both the product and collaboration to incorporate other elements, such as document-based learning, science fair project, science content, and teaching strategies
### Improve Student Performance
Create and implement common assessments by grade level (modifications for accelerated, gifted, ELL, and SPED population)

Review and target weak areas on Interim Assessments to guide instruction (small group, student peers, one-on-one support)

Meet vertically for (6th, 7th, 8th grade) curriculum alignment

Develop IB program assessments and rubrics

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<th>SD: MS SCIENCE STAFF DEVELOPMENT</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

### Literacy Focus
Utilization of curriculum meetings to enhance literacy skills through reading and writing

- Continued use of a unified Lab Report to provide vertical alignment 6th -8th

<table>
<thead>
<tr>
<th>SD: SCIENCE SPECIALIST IMPACT TRAINING</th>
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<tbody>
<tr>
<td>Specialists will maximize their professional impact within their classrooms and at their local schools by increasing their level of science literacy as it relates to instructional coaching. They will explore the importance of relationship and team building as they prepare to work with instructional teams throughout their buildings; strategically evaluate instructional resources to ensure their tight alignment to the content standards; explore the best strategies for utilizing data to make instructional decisions, and discover opportunities for expanding the use of a variety of resources to improve instruction.</td>
</tr>
</tbody>
</table>

### Parental Involvement
Develop and present science activities for Science Night.

Communicate consistently with parents in a variety of ways.

Invite parents to informational meeting addressing instruction to meet the following needs: (see attached parent involvement plan)

- Parent awareness of testing, curriculum (AKS), and instruction
- Parent activities focusing on science instruction and improving home communication
- Parent Center with resource materials

<table>
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<tr>
<th>SD: Parent Involvement Strategies</th>
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<td>Through our parent involvement center, parents will meet with faculty to address strategies to include what teachers can do to foster positive parent relationships.</td>
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</tbody>
</table>
**SUMMEROUR MIDDLE**  
**LSPI Continued**

| Dorothy P Jarrett, Principal | Dr. Gale Hey, Area Superintendent |

### Annual Objective
Summerour Middle School will increase academic performance in Writing for all students and all subgroups to meet and/or exceed annual targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. We will implement a schoolwide initiative whereby all students will respond to a common document based question (DBQ) quarterly. The DBQ's will be rated based on the state writing rubric and the results will be used to drive further writing instruction. Additionally, the first quarter 8th grade DBQs will be sent to The Writing Assessment Center at The University of Georgia for rating. Based on these results, 8th grade students will receive small group instruction in preparation for the 8th Grade Writing Assessment.

### Associated Goals

**Goal:** Summerour Literacy Long-Term Goal

### Implementation Design

#### Academic Support
Writing support classes provided through connections. A full-time literacy coach provides guidance and assistance with writing enrichment/remediation and the school wide DBQ initiative.

#### Collaboration
Conduct weekly curriculum meetings to: utilize data analysis to target weak areas; create and implement common assessments; share quality plus teaching strategies; plan for instruction; provide strategies and feedback opportunities from professional learning and analyze student work and achievement.

**SD:** Norcross Cluster LA Vertical Team
- To establish a collaborative k-12 vertical cohort of grade level language arts leaders, all with the common goal to improve literacy teaching and learning. • Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur • Continue Document-Based-Question Essays • Continue the discussion of best practices in the area of Writing Workshops

#### Improve Student Performance
Create and implement common assessments by grade level with short answer prompts (Modifications for accelerated, gifted, SPED and ELL populations).

**SD:** Norcross Cluster LA Vertical Team
- To establish a collaborative k-12 vertical cohort of grade level language arts leaders, all with the common goal to improve literacy teaching and learning. • Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur • Continue Document-Based-Question Essays • Continue the discussion of best practices in the area of Writing Workshops

#### Literacy Focus
Utilization of the Sheltered Instructional Observation Protocol (SIOP) model to enhance literacy skills through the use of content and language objectives

**SD:** SUMMER LITERACY INSTITUTE
- An intensive course in the theory and practice of Readers’ and Writers’ Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

**SD:** VISION 2016, PHASE 1, COHORT 2
- Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.
Parent Involvement
Develop and present literacy activities to support writing at home. Communicate consistently with parents in a variety of ways.
* Invite parents to informational meetings addressing instruction
* Parent awareness of testing, curriculum (AKS), and instruction
* Parent activities focusing on writing and improving home communication
* Parent Center with resource materials

SD: Parent Involvement Strategies
Through our parent involvement center, parents will meet with faculty to address strategies to include what teachers can do to foster positive parent relationships.

Annual Objective
Summerour Middle School will increase academic performance in Social Studies for all students and all subgroups to meet and/or exceed annual targets through use of differentiated instructional strategies, Quality Plus Teaching Strategies (QTPS), and Sheltered Instructional Observation Protocol (SIOP) features. Social Studies and Language Arts will collaborate on document based questions (DBQ) in which students respond to a social studies themed prompt. We will implement small group sessions for high-impact ELL and SWD students who did not meet standards based on CRCT scores. These classes will be taught by highly-qualified social studies teachers in extended learning programs.

Associated Goals
Goal: No goal associated with this objective

Implementation Design
Collaboration
Conduct weekly curriculum meetings
• Utilize data analysis to target weak areas
• Create and implement common assessments
• Share quality-plus teaching strategies
• Plan for instruction
• Provide strategies and feedback opportunities from professional learning (SIOP, Differentiated Instruction)
• Analyze student work and achievement

Quarterly cluster vertical team meetings
Mentor new teachers

SD: NORCROSS: To establish a collaborative k-12 vertical cohort of grade level Social Studies leaders, all with the common goal of building a strong community of Social Studies educators and students.
• Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur • Make available all materials (LSPI, rubrics, tasks, essential vocabulary, etc.) through the county social studies website to the entire vertical team • Explore expansion of the both the product and collaboration to incorporate other elements, such as document-based learning, Depth of Knowledge (DOK) Social Studies content, and differentiated teaching strategies
**SUMMEROUR MIDDLE**  
**LSPI Continued**

**Dorothy P Jarrett, Principal**  
**Dr. Gale Hey, Area Superintendent**

**Improve Student Performance**  
Create and implement common assessments by grade level (modifications for accelerated, gifted, ELL, and SPED population)

Review and target weak areas on Interim Assessments to guide instruction (small group, student peers, one-on-one support)

Meet vertically for (6th, 7th, 8th grade) curriculum alignment

Develop IB program assessments and rubrics  

| SD: CONCEPTUAL TEACHING: TEACHING BEYOND THE FACTS FOR MIDDLE SCHOOL SOCIAL STUDIES  
| This course is designed to assist teachers in using the Quality-Plus Teaching Strategies to assist their students to be able to demonstrate greater retention of the social studies AKS. Teachers will learn how to design and teacher for deeper understanding and the transfer of knowledge through our concept-based social studies curriculum. |

**Literacy Focus**  
Utilization of curriculum planning time to enhance literacy skills through reading and writing

- Writing portfolios
- Expository/persuasive writing

| SD: USING DOK AND QPLUS STRATEGIES IN THE MIDDLE SCHOOL SOCIAL STUDIES CLASSROOM  
| This interactive session will provide teachers with lessons and activities that incorporate the QPTS to the AKS and Instructional Calendar. |

| SD: WRITING IN THE MIDDLE SCHOOL SS CLASSROOM  
| The course is designed to assist middle school social studies teachers incorporate writing prompts into their units, develop writing prompts, and use graphic organizers to develop writing activities in their classrooms. |

**Parent Involvement**  
Invite parents to informational meetings addressing instruction which will include making parents aware of testing, curriculum (AKS) and instruction, as well as providing parent activities that focus on math instruction and improving home/school communication.

| SD: Parent Involvement Strategies  
| Through our parent involvement center, parents will meet with faculty to address strategies to include what teachers can do to foster positive parent relationships. |

**Annual Objective**  
Summerour Middle School will increase attendance for all students to meet and/or exceed annual targets by having teachers call parents after 2 days and 5 days of absence; referral to grade level counselor after 5th absence; counselors will meet with referred students; students will be assigned to a small group when appropriate and at ten absences. Additionally a parent workshop will be conducted for parents of students with 5 absences; parent conference with administrator after 5th absence.

**Associated Goals**  
*Goal:* No goal associated with this objective

**Implementation Design**
### Counselor Involvement
- Meet individually with referred students
- Assign referred students to small group when appropriate and at 10 days absent
- Call parents
- Graduation Coach will send a letter to parents of students with 15 or more absences from previous year that doctor’s notes will be required at 5 days absent
- At 10 unexcused days, SARC is held
- Make advisor and/or mentor aware of referred students
- Attend parent workshop after 5th unexcused absence
- Attend parent conference with administrator after 5th absence

### Teacher Involvement
- Make calls to parents after 2nd and 5th absence
- Make referrals to counselor after 5th absence