



2011 - 2012 Local School Plan For Improvement

LSPI Objectives

LILBURN MIDDLE

Gene E Taylor, *Principal*

Calvin Watts, *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: All students at Lilburn Middle School will develop writing skills so they transition to high school knowing how to apply writing to express their thinking and knowledge effectively and actualized their learning potential.

Objective: All 8th grade students will pass the Eighth Grade Writing Gateway, which is required for promotion, with an increase by at least 5% over 2010-2011 scores in the percentage of students Exceeding State expectations through the implementation of a Writing Connections program, expanding the Extended Learning Time program to include writing, teacher participation in professional development in teaching the writing process and applying the state writing rubric.

LILBURN MIDDLE

LSPi Continued

Gene E Taylor, *Principal*

Calvin Watts, *Area Superintendent*

2011-2012 Long Term Goals and Objectives

Goal: All students at Lilburn Middle School will increase academic performance in all content areas to meet or exceed Adequate Yearly Progress, while advancing educational excellence and Results Based Evaluation System performance targets for all students and subgroups.

Objective: Lilburn Middle School will increase academic performance in Mathematics and Reading/Language Arts for students in all subgroups to meet and/or exceed annual AYP performance targets through professional learning in content-specific "student engagement." In particular, training will be focused on teacher use of cooperative learning, instructional technology, and modeling to increase student engagement in learning the content-specific Academic Knowledge and Skills. Common Assessment development and usage, collaborative planning among teachers, including ESOL and Special Education teachers, and increased learning time allotted to Reading/Language Arts and Mathematics. will also be used.

Objective: Lilburn Middle School will increase academic performance in Mathematics, Reading/Language Arts and Science for students in all subgroups to meet and/or exceed annual IE2 targets through increased student access to an accelerated curriculum in Science, Mathematics, and Reading, teacher participation in professional development for teaching Accelerated Math and Science, and the increased number of students exposed to a gifted curriculum in more content areas.

Objective: Lilburn Middle School will increase academic performance by at least 5 percentage points over the 2010-2011 score in Percentile Rank Achieved in Mathematics, Reading and Language Arts on the ITBS for all students to meet and/or exceed annual RBES goals through increased student access to an accelerated curriculum in Mathematics and Reading, the implementation of a Latin Foreign Language program, and expansion of the Extended Learning Time program to include extension programs in Reading and Mathematics. Additionally, all students in the 2011-2012 sixth and 7th grades will be provided an Accelerated Math and Science curriculum and all but a few sections of students in 7th grade being provided an Accelerated Math and Science curriculum. Additionally, two teachers have been provided to offer extended learning time in mathematics during Connections.

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

Calvin Watts, *Area Superintendent*

Schools Goals - LILBURN MIDDLE

| Goal Title | Goal | Start School Year | End School Year |
|---|--|-------------------|-----------------|
| Learning to Write - Writing to Know - Knowing How to Write to Show What You Know | All students at Lilburn Middle School will develop writing skills so they transition to high school knowing how to apply writing to express their thinking and knowledge effectively and actualized their learning potential. | 2010-11 | 2013-14 |
| Meeting or Exceeding Adequate Yearly Progress and Advancing Results Based Evaluation System Performance Targets | All students at Lilburn Middle School will increase academic performance in all content areas to meet or exceed Adequate Yearly Progress, while advancing educational excellence and Results Based Evaluation System performance targets for all students and subgroups. | 2010-11 | 2015-16 |
| Three Years to High School | Students at Lilburn Middle School will transition to high school after three years with the requisite knowledge and academic and social emotional skills needed to succeed in a high performance culture that includes goal setting, problem solving, and decision making, as well as a rigorous college preparatory curriculum. | 2010-11 | 2015-16 |

Annual Objective

Lilburn Middle School will increase academic performance in Mathematics and Reading/Language Arts for students in all subgroups to meet and/or exceed annual AYP performance targets through professional learning in content-specific "student engagement." In particular, training will be focused on teacher use of cooperative learning, instructional technology, and modeling to increase student engagement in learning the content-specific Academic Knowledge and Skills. Common Assessment development and usage, collaborative planning among teachers, including ESOL and Special Education teachers, and increased learning time allotted to Reading/Language Arts and Mathematics. will also be used.

Associated Goals

Goal: Meeting or Exceeding Adequate Yearly Progress and Advancing Results Based Evaluation System Performance Targets

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

Calvin Watts, *Area Superintendent*

Implementation Design

iPASS MATH CONNECTIONS

Math Connections teachers will offer additional instructional time to students whose assessment data indicate they struggle or are likely to struggle in Math. In particular, Math Connections teachers will use iPASS math to identify and close student's learning gaps.

SD: iPass Math Training

Both Math Connections teachers will be trained on the use of iPASS Math to effectively identify gaps in students' learning and use the iPASS program to increase students' content knowledge and skills until they are on grade level.

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

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LITERACY IN THE CONTENT AREA

Teacher will be provided with District and School Level professional to develop the knowledge and skills necessary to increase student learning in all areas. Emphasis will be placed on literacy in the social studies and science, since both content areas are literacy dependent.

SD: BUILDING LITERACY IN SOCIAL STUDIES

This course is designed to incorporate literacy skills into social studies content. Lessons and resources that support the Q-Plus strategies and AKS will be given.

SD: LANGUAGE ARTS VISION [MS-HS]

Year-long series of sessions (one Saturday per month) to build consistent, pervasive, and rigorous literacy practices that align with our district expectations for literacy teaching and learning in all content areas.

SD: READING INSTRUCTION FOR ELLS

The Reading Instruction for ELLs course is intended to follow the Teaching Academic Language and Content to ELLs class. The course addresses the five components of effective Reading Instruction as identified by the National Reading Panel and the National Literacy Panel. It incorporates the GCPS Quality Plus Teaching Strategies, the WIDA English Language Proficiency Standards Framework and AKS instruction to inform teachers in making meaningful instructional decisions in the instruction of ELLs.

In this class participants develop an understanding of how learning to read in English differs for first language and second language learners. Instructors will connect research-based reading instruction and the five essential components of reading as they relate to ELLs.

While many dimensions of learning to read are universal, this course highlights the differences for students who are native speakers (L1) and students that are learning English as a new language (L2) and how those specific instructional needs should be incorporated into teaching. Addressing these needs with informed instruction is key for ELLs' academic success. Effective reading instruction for ELLs requires the integration of researched-base literacy development practices with knowledge of linguistics and language acquisition principles.

Either the TALC to ELLs class or the ESOL Endorsement satisfies the prerequisite for teachers enrolling in this professional learning.

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

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SD: TEACHING ACADEMIC LANGUAGE & CONTENT TO ELLS

The ESOL Department has designed the following staff development course to support GCPS schools with the challenging but rich opportunity that serving a diverse population poses to teachers, administrators, and the community. Teacher/administrator participants will learn how appropriate GCPS Quality Plus strategies and interventions foster academic achievement of English language learners along with the regular students. The ESOL Department provides instructors, materials, and a stipend to participants completing the class contingent on availability of NCLB Title III funds. The host school will determine dates and times, from a various options.

Module 1-Overview Major topics include the stages of language acquisition and GCPS policies and procedures as it affects the instruction of the English Language Learners.

Module 2-Identification and Eligibility of the ELL Student: Schools need to identify and serve their limited English proficient student population consistent with Georgia Department of Education and GCPS guidelines. Local school registration for elementary schools, the intake process at the International Newcomer's Center, SASI requirements, and the WIDA Model Performance Indicators are highlighted in this section.

Module 3-The Impact of Culture on the Instructional Process: The cultural background and prior experiences of students affect the ways they learn. This module focuses on those cultural factors that most affect the learning and teaching process. Practical suggestions and hands-on experiences alert teachers and staff about how to manage cultural diversity within the classroom to enhance learning for all students.

Module 4-Instruction of ELLs: This module focuses on GCPS Quality-Plus strategies for the teaching and learning of ELLs. It includes specific techniques for the teaching of reading, writing, vocabulary development and content area instruction for success with the AKS. The focus will be on how to modify the AKS curriculum for ELLs at their ACCESS proficiency level. It also includes information to make classroom instruction more comprehensible for the ELL while also benefiting regular students.

Module 5-Assessment of the ELLs: This module focuses on assessment strategies appropriate for ELLs. Assessment should align with instructional modifications and interventions. Alternative assessments, ways to adapt tests for ELLs, and the SST process are major topics covered in the module.

Module 6-ELL Instruction and Technology: The ESOL Handbook and Language Bank are valuable tools which can be used by schools. The Handbook contains information about the integration of language standards and AKS. The Language Bank provides many documents helpful for engaging ELL parents in their children

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

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SD: WRITING RUBRIC/ RATER RELIABILITY TRAINING

At the end of each quarter, teachers in all content areas, including Connections, will participate in Writing Rubric / Rater Reliability Training. In particular, teachers will grade their students' mock 8th Grade Writing Test essays and then exchange the essays with teachers in their content area for regrading to increase teacher understanding of the writing rubric but also increase rater reliability among teachers for increased student achievement through more accurate teacher feedback.

SD: WRITING STRATEGIES FOR MIDDLE SCHOOL SOCIAL STUDIES

This class will give teachers ways to reinforce writing activities in the content of their social studies classes. Ideas for single paragraph prompts will be discussed. How to use graphic organizers to facilitate writing as well as using rubrics for scoring will be covered.

MORNING MATH AND READING EXTENDED LEARNING TIME

All students will be provided with 34 minutes in Math or Reading at the Advanced, Extended or Enrichment level each day through the Extended Learning Time program to increase student learning in these two areas.

READ180 AND SYSTEM 44 INSTRUCTION

Two reading teachers will use these two district-supported reading programs to provided students who are reading below grade level with additional reading instruction each day.

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

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STUDENT ENGAGEMENT TO INCREASE TIME ON-TASK AND STUDENT ACHIEVEMENT

Teachers will participate in professional learning on student engagement to enhance their ability to collaboratively design, implement, and assess the impact of engaging classroom activities. In particular, starting during preplanning, teachers will examine "what engaged learning" looks like in the classroom and assess the implications that student engagement in the classroom has for their collaborative content planning. Non-negotiable RBES professional learning and student achievement goals will be established, and content-specific Assistant Principals will provide embedded professional learning for designing, implementing and assessing the impact on student learning of lessons that reflect the "traits of engagement." Particular emphasis will be given to training teachers on the effective use of cooperative learning, instructional technology and modeling to engage students for increased learning.

SD: Applied Traits of Engagement

Content-specific Assistant Principals will provide teachers in their content areas with specific training in the effective use of instructional technology, including the world wide web, Mimios, Elmos, Student Response Systems, and Airliners to increase student active learning and/or engagement in the classroom.

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

Calvin Watts, *Area Superintendent*

SD: HIGHLY ENGAGED SCIENCE CLASSROOM (MIDDLE SCHOOL)

A series of four in-school sessions (quarterly) for middle school science teachers that provides staff development in the area of student engagement; particularly as it relates to planning for engagement in science instruction. The series is based upon the work in Robert Marzano and Debra Pickering's book, *The Highly Engaged Classroom*. Each session will include both staff development and guided collaborative planning by content area.

Session 1: Engagement Theory & Attention vs. Engagement

Teachers will explore the research and theory related to student engagement in the classroom; learning the questions that students internalize as they decide how fully to attend to a lesson.

Session 2: Planning Daily Strategies to Engage Students in the Science Classroom

Teachers will explore daily strategies that can be employed to increase the level of student engagement, including: effective pacing, enthusiasm, relationships, and feedback.

Session 3: Planning Opportunistic Strategies to Engage Students in the Science Classroom

Teachers will explore opportunities within upcoming lessons where engagement strategies naturally fit the content. For example: movement, humor, games, friendly controversy, unusual information, etc.

Session 4: Planning Extended Strategies to Engage Students in the Science Classroom

Teachers will explore strategies to extend student engagement throughout the duration of a year-long course. Strategies include: goal setting, problem solving, and including real-world activities.

SD: INSTRUCTIONAL STRATEGIES FOR ELLS

This staff development opportunity is intended to help teachers understand the purpose of and effectively utilize the AKS Modification/Intervention Plan. Participants will be provided with materials to help them create performance indicators using Language Functions & Supports, as well as the Q+ Instructional Strategies for ELLs. This is an opportunity to work on the plan as it relates to their ELLs at the appropriate levels of Language Acquisition.

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

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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 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, vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and integrates the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for middle school teachers.

SD: USING QPLUS STRATEGIES AND ASSESSMENT 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.

TEACHER MENTORING FOR INCREASED STUDENT ACHIEVEMENT

All teachers with less than five years teaching experience (with additional teachers being added as space permits) will participate in learning "Teach Like a Champion" strategies for increased student engagement, and therefore, student achievement.

SD: EFFECTIVE TEACHING THROUGH "TEAM LIKE A CHAMPION" STRATEGIES

New teachers will examine model teachers applying "Team Like a Champion" instructional strategies and then conduct independent and guided practice with these strategies as a means of improving their instruction for increased student engagement and achievement.

Annual Objective

Lilburn Middle School will increase academic performance in Mathematics, Reading/Language Arts and Science for students in all subgroups to meet and/or exceed annual IE2 targets through increased student access to an accelerated curriculum in Science, Mathematics, and Reading, teacher participation in professional development for teaching Accelerated Math and Science, and the increased number of students exposed to a gifted curriculum in more content areas.

Associated Goals

Goal: Meeting or Exceeding Adequate Yearly Progress and Advancing Results Based Evaluation System Performance Targets

LILBURN MIDDLE

LSPI Continued

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Implementation Design

ACADEMIC OPPORTUNITY

Teachers will offer students the opportunity to retest, revise, or otherwise improve the quality of significant assessments (e.g., essay, test, project, or unit studyguide). Academic Opportunity will be held after school or on Saturdays.

INCREASED ACCESS TO ACCELERATED SCIENCE AND MATHEMATICS FOR INCREASED RIGOR FOR ALL

As a means of increasing student access to the most rigorous curriculum appropriate, all sixth grade regular education students will be taught Accelerated Math and Science, approximately 10 sections (or 300 students) in the 7th grade will continue on the Accelerated Math and Science track, and an additional section (for a total of about 150 students) will be taught Accelerated Math and Science.

SD: ACCELERATED SCIENCE TEACHERS COHORT

After-school sessions have the primary goal of increasing student performance in accelerated science courses as the participation continues to increase. The training will explore the complexity of our current grade level AKS standards, examine the accelerated standards; providing strategies for teaching them. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for accelerated teachers.

SD: MS SCIENCE STAFF DEVELOPMENT

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LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

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INCREASED EMPHASIS ON STUDENT ENGAGEMENT

Teachers will participate in professional learning on student engagement to enhance their ability to collaboratively design, implement, and assess the impact of engaging classroom activities. In particular, starting during preplanning, teachers will examine "what engaged learning" looks like in the classroom and assess the implications that student engagement in the classroom has for their collaborative content planning. Non-negotiable RBES professional learning and student achievement goals will be established, and content-specific Assistant Principals will provide embedded professional learning for designing, implementing and assessing the impact on student learning of lessons that reflect the "traits of engagement." Particular emphasis will be given to training teachers on the effective use of cooperative learning, instructional technology and modeling to engage students for increased learning.

SD: HIGHLY ENGAGED SCIENCE CLASSROOM (MIDDLE SCHOOL)

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Session 4: Planning Extended Strategies to Engage Students in the Science Classroom

Teachers will explore strategies to extend student engagement throughout the duration of a year-long course. Strategies include: goal setting, problem solving, and including real-world activities.

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

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SD: INSTRUCTIONAL STRATEGIES FOR ELLS

This staff development opportunity is intended to help teachers understand the purpose of and effectively utilize the AKS Modification/Intervention Plan. Participants will be provided with materials to help them create performance indicators using Language Functions & Supports, as well as the Q+ Instructional Strategies for ELLs. This is an opportunity to work on the plan as it relates to their ELLs at the appropriate levels of Language Acquisition.

SD: LANGUAGE ARTS VISION [MS-HS]

Year-long series of sessions (one Saturday per month) to build consistent, pervasive, and rigorous literacy practices that align with our district expectations for literacy teaching and learning in all content areas.

SD: 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: USING QPLUS STRATEGIES AND ASSESSMENT 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.

LILBURN MIDDLE

LSPI Continued

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INCREASED RIGOR FOR ALL STUDENTS THROUGH USE OF COMMON ASSESSMENTS

Teachers in all core content areas will receive on-going support in using Depths of Knowledge to write Common Assessment questions. Through the use of rigorous Common Assessments to measure student learning approximately every 4.5 weeks, teachers will be able to respond to student learning in a timely manner through re-teaching and reassessment when necessary for increased student performance in all Content Areas, including Reading/English Language Arts, Math and Science.

SD: DEPTHS OF KNOWLEDGE AND COMMON ASSESSMENT DEVELOPMENT

Steve Edwards will provide teachers with DOK training during preplanning and content-specific Assistant Principals will support and monitor the use of DOK to write and/or revise Common Assessment items during weekly Content Planning meetings. Student success on the Common Assessments will also be monitored and responded to appropriately.

SD: QUARTERLY GRADE LEVEL AND HOMEROOM DATA TALKS

Assistant Principals will use closed-circuit television to conduct Quarterly Data Talks, focusing on academic, discipline, and attendance indicators of achievement for Instructional Teams at their grade levels. Grade level teachers will then meet with their Homeroom students during Advisement to once per quarter to analyze their own Team's data and goal set accordingly.

MUSTANG MATH AND READING

Students who have missed class time due to absences and other behavior issues, will be provided tutoring in Math and / or Reading on Tuesdays, Thursday, and/or Saturdays to make up for lost instructional time.

SKY ROCKET AND 850 MATH AND READING

Using the 2009-2010 CRCT results, members of the Administration Team identified students to receive Extended Learning Time in Math and Reading and Writing. We are offering "accelerated reading" and "accelerated math" options. 850 Reading and 850 Math are being offered to students with CRCT scores in these areas between 835 and 849, hoping to increase their scores to Level 3. Sky Rocket Reading is being offered to students who have CRCT scores over 900 to support these students in reaching their potential.

Annual Objective

Lilburn Middle School will increase academic performance by at least 5 percentage points over the 2010-2011 score in Percentile Rank Achieved in Mathematics, Reading and Language Arts on the ITBS for all students to meet and/or exceed annual RBES goals through increased student access to an accelerated curriculum in Mathematics

LILBURN MIDDLE

LSPI Continued

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and Reading, the implementation of a Latin Foreign Language program, and expansion of the Extended Learning Time program to include extension programs in Reading and Mathematics. Additionally, all students in the 2011-2012 sixth and 7th grades will be provided an Accelerated Math and Science curriculum and all but a few sections of students in 7th grade being provided an Accelerated Math and Science curriculum. Additionally, two teachers have been provided to offer extended learning time in mathematics during Connections.

Associated Goals

Goal: Meeting or Exceeding Adequate Yearly Progress and Advancing Results Based Evaluation System Performance Targets

Implementation Design

ACADEMIC OPPORTUNITY

Teachers will offer students the opportunity to retest, revise, or otherwise improve the quality of a significant assessment (e.g., essay, test, project, or unit study guide) on Saturdays. Title I funds will be used to employ teachers in work with students in Mathematics, Science, Social Studies, Reading, and Language Arts to increase their performance in all areas, especially Reading and Mathematics.

LILBURN MIDDLE

LSPI Continued

Gene E Taylor, *Principal*

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CONTINUED EMPHASIS ON LITERACY

Rigorous training in the implementation of the balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

SD: BASICS OF LANGUAGE ACQUISITION

This is an opportunity for staff to better understand the language differences and demands that confront ELL students as they work to become English proficient. Participants will learn about BICS (social language) and CALP (academic language) as it relates to students with a Primary or Home Language Other Than English (PHLOTE).

This will give participants a chance to develop an understanding of an ELL who sounds fluent on the playground, yet struggles in class.

SD: INSTRUCTIONAL STRATEGIES FOR ELLS

This staff development opportunity is intended to help teachers understand the purpose of and effectively utilize the AKS Modification/Intervention Plan. Participants will be provided with materials to help them create performance indicators using Language Functions & Supports, as well as the Q+ Instructional Strategies for ELLs. This is an opportunity to work on the plan as it relates to their ELLs at the appropriate levels of Language Acquisition.

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SD: TEACHING ACADEMIC LANGUAGE & CONTENT TO ELLS

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Module 2-Identification and Eligibility of the ELL Student: Schools need to identify and serve their limited English proficient student population consistent with Georgia Department of Education and GCPS guidelines. Local school registration for elementary schools, the intake process at the International Newcomer's Center, SASI requirements, and the WIDA Model Performance Indicators are highlighted in this section.

Module 3-The Impact of Culture on the Instructional Process: The cultural background and prior experiences of students affect the ways they learn. This module focuses on those cultural factors that most affect the learning and teaching process. Practical suggestions and hands-on experiences alert teachers and staff about how to manage cultural diversity within the classroom to enhance learning for all students.

Module 4-Instruction of ELLs: This module focuses on GCPS Quality-Plus strategies for the teaching and learning of ELLs. It includes specific techniques for the teaching of reading, writing, vocabulary development and content area instruction for success with the AKS. The focus will be on how to modify the AKS curriculum for ELLs at their ACCESS proficiency level. It also includes information to make classroom instruction more comprehensible for the ELL while also benefiting regular students.

Module 5-Assessment of the ELLs: This module focuses on assessment strategies appropriate for ELLs. Assessment should align with instructional modifications and interventions. Alternative assessments, ways to adapt tests for ELLs, and the SST process are major topics covered in the module.

Module 6-ELL Instruction and Technology: The ESOL Handbook and Language Bank are valuable tools which can be used by schools. The Handbook contains information about the integration of language standards and AKS. The Language Bank provides many documents helpful for engaging ELL parents in their children

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LSPI Continued

Gene E Taylor, *Principal*

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iPASS MATH INSTRUCTION

Connections math teachers will voluntarily receive training in iPASS math and participate in the District pilot of the program.

SD: iPASS Math Training

6th-8th grade Connections math teachers will voluntarily receive training throughout the year in the use of best practices in mathematics and iPASS a part of a district pilot program in which LMS is participating.

MORNING MATH AND READING EXTENDED LEARNING TIME

All students will be provided with 34 minutes in Math or Reading at the Advanced, Extended or Enrichment level each day through the Extended Learning Time program to increase student learning in these two areas.

MUSTANT MATH AND READING

Students who have missed class time due to absences and other behavior issues, will be provided tutoring in Math and Reading on Tuesdays, Thursdays, and Saturdays to make up for lost instructional/learning.

READ180 AND SYSTEM 44 READING INSTRUCTION

For 42 minutes daily during Connections, two teachers will teach approximately 180 students who have been identified as struggling readers. Additionally, four Self-contained Special Education teachers will apply Read180 and System 44 to provide enriched reading instruction to their students.

Annual Objective

All 8th grade students will pass the Eighth Grade Writing Gateway, which is required for promotion, with an increase by at least 5% over 2010-2011 scores in the percentage of students Exceeding State expectations through the implementation of a Writing Connections program, expanding the Extended Learning Time program to include writing, teacher participation in professional development in teaching the writing process and applying the state writing rubric.

Associated Goals

LILBURN MIDDLE

LSPI Continued

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Goal: Learning to Write - Writing to Know - Knowing How to Write to Show What You Know

Implementation Design

INCREASED EMPHASIS ON STUDENT ENGAGEMENT FOR INCREASED LEARNING IN WRITING

Language Arts teachers will participate in professional learning on student engagement to enhance their ability to collaboratively design, implement, and assess the impact of engaging classroom activities. In particular, starting during preplanning, teachers will examine "what engaged learning" looks like in the classroom and assess the implications that student engagement in the classroom has for collaborative content planning. Non-negotiable RBES professional learning and student achievement goals will be established, and the Language Arts Assistant Principals will provide embedded professional learning for designing, implementing and assessing the impact on student learning of lessons that reflect the "traits of engagement." Particular emphasis will be given to training Language Arts teachers on the effective use of modeling to engage students in the writing process to increase their learning.

SD: APPLIED TRAITS OF ENGAGEMENT

Content-specific Assistant Principals will provide teachers in their content areas with specific training in the effective use of instructional technology, including the world wide web, Mimios, Elmos, Student Response Systems, and Airliners to increase student active learning and/or engagement in the classroom.

JANUARY WRITING BOOT CAMP

Eighth grade students will be provided extra writing instruction after-hours in January leading up to the administration of the Eighth Grade Writing Gateway

MOCK TIMED WRITING TESTS

Math, Science, Language Arts, and Social Studies teachers will administer four practice 100 minute timed writing assessments, one each quarter, to increase student familiarity with the timed-writing process as well as increase their skill at writing while being timed.

SD: WRITING RUBRIC/ RATER RELIABILITY TRAINING

At the end of each quarter, teachers in all content areas, including Connections, will participate in Writing Rubric / Rater Reliability Training. In particular, teachers will grade their students' mock 8th Grade Writing Test essays and then exchange the essays with teachers in their content area for regrading to increase teacher understanding of the writing rubric but also increase rater reliability among teachers for increased student achievement through more accurate teacher feedback.

LILBURN MIDDLE

LSPI Continued

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Calvin Watts, *Area Superintendent*

MORNING EXTENDED LEARNING TIME IN WRITING

Eighth grade students who received low scores on the sample 8th Grade Writing Gateway last spring and who have been identified as struggling writers in sixth, seventh and eighth grade will be provided additional instruction in writing through the Extended Learning Time program in the morning. All four 8th Grade Language Arts teachers, the 8th Grade ESOL, and the 8th Grade Special Education will teach writing during Extended Learning Time each morning, Monday-Thursday.

WRITING CONNECTIONS

Eighth grade students who received low scores on the mock 8th Grade Writing Gateway last spring and who have been identified as struggling writers in sixth, seventh and eighth grade will be provided additional instruction in writing through Connections.