



2016 - 2017 Local School Plan for Improvement Lanier Middle School

Donald T Hamilton, *Principal*

Peggy Goodman, *Executive Director*

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.

• Long Term Goal

By 2019, 100% of students at Lanier Middle School will score in the Proficient/Distinguished Learner achievement levels on the Language Arts, Reading, and Mathematics content areas of the Georgia Milestones Assessment System (GMAS).

o Annual Goal

Language Arts: Students will score at the following achievement levels on the Georgia Milestones Language Arts End of Grade Assessment:

	Beginning%	Developing%	Proficient%	Distinguished%
6th 0	21	46	33	
7th 0	30	37	33	
8th 0	30	42	28	

All students will score at an 85% or higher on their District Assessment finals first and second semester 2016-2017.

Implementation Design

• Collaborative Planning

Teachers meet weekly to complete the collaborative curriculum planning cycle which includes: creating common lesson plan templates, analyzing the standards across the content area, aligning common assessments with AKS and DOK appropriate levels, analyzing student performance data from formative and summative assessments (including District Quick Checks), planning remediation/enrichment opportunities as needed, and constructing formative instructional practice resources (including identifying learning targets and “I Can” statements) to increase student achievement.

• Digital Learning

- Teachers will use the vertical LA curriculum page to develop common remediation, enrichment, and acceleration opportunities
- To personalize instructional needs, teachers will use the “classroom assessments” tool within eCLASS to deliver specific enrichment and remediation for students
- Teachers will utilize the discussions tool within eCLASS to introduce students to topics in a flipped, blended-learning classroom instructional model
- Teachers will participate in monthly eCLASS professional development to maximize potential and capacity
- One team will pilot teaching content standards through a digital learning platform



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• Literacy Focus

- Teachers will model and coach the practice of text-dependent questioning, constructed responses, text coding/annotation, close reading, writer's craft, gradual release, and the Engineering Design Process resulting in student achievement across all content areas
- Reading texts and warm-up activities will be selected based on classroom-specific remediation needs determined by data results and to support cross-curricular themes explored in other content areas
- Students will integrate the analysis of documents and texts to produce writing
- Teachers will model and coach literacy instructional strategies (i.e text-dependent questioning, constructed responses) to support learning opportunities in all content areas

• STEAM / Project-Based Learning

- Students will participate in STEAM project-based learning activities (both real-world and scenario) to improve collaboration, critical thinking, creativity, and communication skills
- Students will receive project-based learning training to understand how to create academically rigorous products, explain their reasoning, and synthesize information from multiple sources
- All students will participate in at least one 2-week integrated STEAM-based project-based learning unit per semester.
- TWIST students will continue to operate on a daily PBL schedule.
- Teachers will participate in on-going professional development for project-based learning for the entire year including conferences, workshops, and coaching

o Annual Goal

Mathematics: Students will score at the following achievement levels on the Georgia Milestones Mathematics End of Grade /End of Course Assessments:

	Beginning%	Developing%	Proficient%	Distinguished%
6th 0	26	35	39	
7th 0	28	39	33	
8th 0	26	28	46	

All students will score at an 85% or higher on their District Assessment finals first and second semester 2016-2017.

Implementation Design

• Collaborative Planning

Teachers meet weekly to complete the collaborative curriculum planning cycle which includes: creating common lesson plan templates, analyzing the standards across the content area, aligning common assessments with AKS and DOK appropriate levels, analyzing student performance data from formative and summative assessments(including District Quick Checks), planning remediation/enrichment opportunities as needed, and constructing formative instructional practice resources (including identifying learning targets and "I Can" statements) to increase student achievement.

• Common Unit Planning

Design and use the MOCC to develop common remediation and common enrichment opportunities for every unit.



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- **Math Enrichment and Remediation**

- Through the use of SchoolNet teachers will identify students in need of mathematics remediation.
- Identified students will receive timely, targeted intervention using a proactive approach.

- **Writing in Mathematics with a specific focus on content vocabulary embedded in problem based learning**

- Teachers will model effective constructed responses, interpretation of data in graphs and charts to make inferences and draw conclusions.
- Students will demonstrate content vocabulary and understanding of AKS standards through Problem Based Learning

- **Long Term Goal**

By 2019, Lanier Middle School students will rank in the top five middle schools in Gwinnett County Public Schools as measured by the district assessment system in Science and Social Studies.

- o **Annual Goal**

Science: Students will score at the following achievement levels on the Georgia Milestones 8th Grade Science End of Grade/End of Course Assessments:

	Beginning%	Developing%	Proficient%	Distinguished%
8th 0		29	35	36

All students will score at an 85% or higher on their District Assessment finals first and second semester 2016-2017.

Implementation Design

- **Collaborative Planning**

Teachers meet weekly to complete the collaborative curriculum planning cycle which includes: creating common lesson plan templates, analyzing the standards across the content area, aligning common assessments with AKS and DOK appropriate levels, analyzing student performance data from formative and summative assessments, planning remediation/enrichment opportunities as needed, and constructing formative instructional practice resources (including identifying learning targets and “I Can” statements) to increase student achievement.

- **Digital Learning**

- Utilize the vertical curriculum page to develop common remediation and common enrichment opportunities for every unit.
- Teachers will master one digital technology and use it throughout the year to gather formative assessment data.

- **Literacy Focus**

- Teachers will model and coach document based questioning, constructed responses, CER (claiming, explaining, reasoning) and the interpretation of data in graphs and charts to make inferences and draw conclusions.
- Students will read and write about data and complex texts on each common assessment.
- Teachers will utilize a standard rubric to assess content specific writing.

- **STEAM / Project-Based Learning**

- All students will participate in at least one 2-week integrated STEAM-based project-based learning unit per semester.
- Teachers will participate in on-going professional development for project-based learning.



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o Annual Goal

Social Studies: Students will score at the following achievement levels on the Georgia Milestones 8th Grade Social Studies End of Grade Assessment:

	Beginning%	Developing%	Proficient%	Distinguished%
8th 0		17	32	51

All students will score at an 85% or higher on their District Assessment finals first and second semester 2016-2017.

Implementation Design

• Collaborative Planning

Teachers meet weekly to complete the collaborative curriculum planning cycle which includes: creating common lesson plan templates, analyzing the standards across the content area, aligning common assessments with AKS and DOK appropriate levels, analyzing student performance data from formative and summative assessments, planning remediation/enrichment opportunities as needed, and constructing formative instructional practice resources (including identifying learning targets and “I Can” statements) to increase student achievement.

• Digital Learning

Digital Classroom Implementation

- o Using eClass, teachers will continue to develop remediation and enrichment opportunities, and use discussion tools to introduce students to topics in a flipped classroom model.
- o Teachers will use a variety of digital resources for both classroom instruction, as well as digital resources that are linked to eClass for student use. (Ex. StudyStack, Voice Thread, Kahoot, Photo Peach, Animoto, Picsviewr, Prezi, Web Portfolios, USA Test Prep, etc.)

• Literacy Focus

- o Teachers will model and coach the analysis of various types of documents, i.e, charts, graphs, maps, texts
- o Teachers will model and coach text annotation/coding and close reading of complex texts
- o Students will integrate analysis of documents and texts to answer document-based questions which require them to make inferences and draw conclusions.

• STEAM / Project-Based Learning

- o All students will participate in at least one 2-week integrated STEAM-based project-based learning unit per semester.
- o Teachers will participate in on-going professional development for project-based learning.