

# TEACHING AND LEARNING AT LILBURN MIDDLE SCHOOL

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Keeping the PROMISE of  
Gwinnett!!

# Lilburn Middle School

## **VISION**

Lilburn Middle School will become a Professional Learning Community committed to working collaboratively to engage students in learning in order to actualize student potential.

## **MISSION**

Lilburn Middle School is committed to engaging all students in learning the Academic Knowledge and Skills through research-based best practices with mastery being measured by local, state, national, and world-class standards and re-teaching/reassessing students as needed to actualize their potential.

## **VALUES**

We collaborate with our colleagues toward building a Professional Learning Community.  
We build healthy relationships with our students, parents, and community members.  
We use research-based best practices to engage students in learning.  
We provide appropriate interventions to support students in actualizing their potential.

## **MOTTO**

*Success in our ONLY option!*

# Our Long-Term Goals: Local School Plan of Improvement (LSPI)

## Goal 1

- The percentage of all students scoring in the "Distinguished" or "Proficient" categories on the math, language arts, science, and social studies district assessments and the Georgia Milestones Assessments will increase to 100% at "Proficient" or above (with at least 30-40% scoring in the "Distinguished" level) by SY2020.

## Goal 2

- We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in the Parent Involvement Policy and School/Parent Compact. The percentage of parents supporting their child's learning through participating in activities identified in the Parent Involvement Policy and School/Parent Compact (i.e. Title I Parent Workshops), including those of target subgroups (SWD and ESOL), will increase to 80% or higher by SY2017.

# Lilburn Middle School Annual Objectives

## Goal 1

- During the 2016-2017 school year, the percentage of students scoring in the “Distinguished” category will increase to 15% or higher, with at least 85% of our students scoring in the “Proficient” category on the math, language arts, science, and social studies district assessments and the Georgia Milestones Assessments.

## Goal 2

- We will build our parents’ capacity to support their children’s academic achievement through activities identified in the Parent Involvement Policy and School/Parent compact (i.e. Title I Parent Workshops), such that the percentage of participating parents will increase by 25% or higher during the 2016-2017 school year.

# Local School Plan of Improvement (LSPI) Focus

## Lilburn Middle School

Where success is our only option!

### Local School Plan for Improvement 2016-2017 Summary

- **Main Goal:** Be consistent and pervasive with effective instruction, assessment, and monitoring (aligned with the AKS), by collaboratively planning lessons that implement the Gradual Release Instructional Framework and Formative Instructional Practices.

**LILBURN MIDDLE SCHOOL**  
**Where success is our only option!**

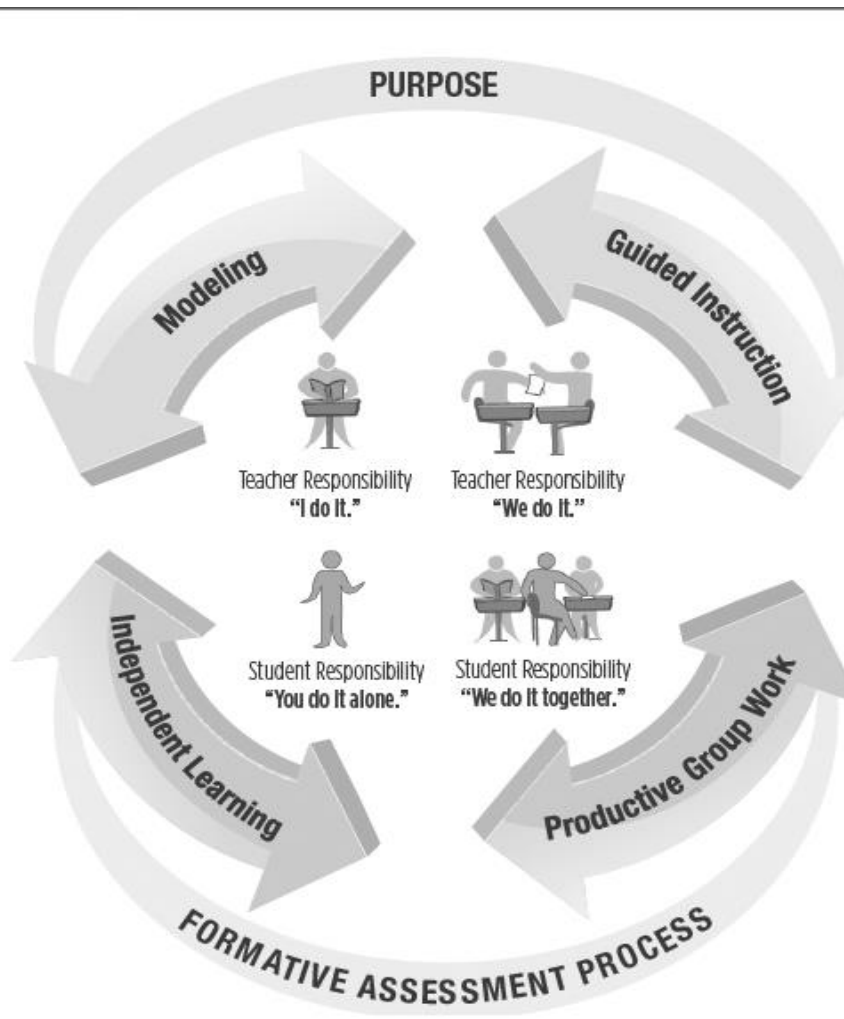
LSPI Focus: Be consistent and pervasive with effective instruction, assessment, and monitoring (aligned with the AKS), by collaboratively planning lessons that implement the Gradual Release Instructional Framework and Formative Instructional Practices.

Annual Goal: During the 2016-2017 school year, the percentage of students scoring in the "Exceeds and Distinguished" categories on the math, language arts, science, and social studies district assessments and the Georgia Milestones Assessments will increase to 15% or higher, with 85% scoring in the "Proficient" category.



<b><u>Gradual Release Instructional Model ("I do", "We do", "You do together", and "You do alone and check")—</u></b>	<b>Professional Development</b>	<b>Structure (How to get it done...)</b>
<p>1) Develop and implement lessons using the Gradual Release Framework (focused/mini lessons, guided, collaborative, and independent learning) in all content areas:</p> <ul style="list-style-type: none"> <li>• <b>I Do (Mini-Lesson/Model/All Teacher/Focused Lesson)- Teacher:</b> Teacher models the learning target and content/skill, building background knowledge, and showing thinking in action, "Think Aloud".</li> <li>• <b>We Do (Joint Responsibility/Guided Instruction)- Teacher/Student:</b> Teacher guides students as they work on the content/skill.</li> <li>• <b>"You" do it Together (Collaborative Learning)- Student/Student:</b> Teacher provides support, deepens understanding as students work on the content/skill in collaborative small flexible groups.</li> <li>• <b>You do Independently and Check (Independent Practice/Responsibility)- Student:</b> Teacher will provide feedback, evaluate, and determine the level of understanding as students work independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Gradual Release Overview: Modeling, and Coaching Cycle:               <ul style="list-style-type: none"> <li>○ Observe and debrief model lessons presented by county representatives and staff members.</li> <li>○ Collaboratively plan and evaluate lessons/instruction</li> </ul> </li> </ul>	<p>1) Collaborative Planning/Professional Learning</p> <ul style="list-style-type: none"> <li>• Academy Meetings and Faculty Meetings Professional Learning (with Administrators and Teacher Leaders-select meetings-dates TBD):               <ul style="list-style-type: none"> <li>○ Effective modeling and use of "Think Aloud"</li> <li>○ Facilitating collaborative small groups</li> <li>○ Providing meaningful feedback</li> </ul> </li> <li>• Tuesday collaborative planning meetings and extended content planning, academy meetings (with county-see attached dates) used to develop and implement effective lessons using the Gradual Release Instructional Framework and applying Formative Instructional Practices</li> <li>• During Tuesday collaborative planning staff members will work to revise target time quizzes and unit assessments and select cluster assessment planning dates (with content leaders, cluster, county) see attached dates-TBC): Revised target times, and common assessments to reflect the rigor of the AKS measured</li> </ul>
<p><b><u>Collaborative Content Planning: Application of Formative Instructional Practices</u></b></p>	<p style="text-align: center;"><b>Professional Development</b></p>	
<p>2) Collaboratively plan lessons that implement the Formative Instructional Practices</p> <ul style="list-style-type: none"> <li>• Deconstruct the AKS to create and use clear learning targets</li> <li>• Aligning student learning activities and assessments to the rigor of the AKS</li> <li>• Analyze student work to inform instruction, extension and/or reteach activities, and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Formative Instructional Practices:               <ul style="list-style-type: none"> <li>○ Deconstructing the AKS and creating clear learning targets</li> <li>○ Developing and aligning lessons and assessments to the AKS</li> <li>○ Analyzing student work/data and providing meaningful feedback</li> </ul> </li> </ul>	<p>2) Strategic and consistent monitoring</p> <ul style="list-style-type: none"> <li>• Leadership Team will conduct daily walk-throughs/observations, provide feedback, and confer with teachers.</li> </ul>

# Teaching and Learning at Lilburn Middle School



## Mentoring Roles & Responsibilities

	Teacher	Student
<b>I do it</b> <i>Direct Instruction</i>	<ul style="list-style-type: none"> <li>Provides direct instruction</li> <li>Establishes goals and purpose</li> <li>Models</li> <li>Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens</li> <li>Takes notes</li> <li>Asks for clarification</li> </ul>
<b>We do it</b> <i>Guided Instruction</i>	<ul style="list-style-type: none"> <li>Interactive instruction</li> <li>Works with students</li> <li>Checks, prompts, clues</li> <li>Provides additional modeling</li> <li>Meets with needs-based groups</li> </ul>	<ul style="list-style-type: none"> <li>Asks and responds to questions</li> <li>Works with teacher and classmates</li> <li>Completes process alongside others</li> </ul>
<b>You do it independently</b> <i>Independent Practice</i>	<ul style="list-style-type: none"> <li>Provides feedback</li> <li>Evaluates</li> <li>Determines level of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Works alone</li> <li>Relies on notes, activities, classroom learning to complete assignment</li> <li>Takes full responsibility for outcome</li> </ul>
<b>You do it together</b> <i>Collaborative Learning</i>	<ul style="list-style-type: none"> <li>Moves among groups</li> <li>Clarifies confusion</li> <li>Provides support</li> </ul>	<ul style="list-style-type: none"> <li>Works with classmates, shares outcome</li> <li>Collaborates on authentic task</li> <li>Consolidates learning</li> <li>Completes process in small group</li> <li>Looks to peers for clarification</li> </ul>

Ellen Levy

E. L. Achieve/2007

# Activities to help meet Lilburn's Goals

- Formative Instructional Strategies
- Gradual Release Instructional Model
- Extended Learning Time: Focus on building vocabulary/background knowledge
- I Success and Mustang Round Up
- STEM Robotics Connection Class
- Latin Connections Class
- Accelerated Math and Science Classes
- ESOL (NEP) Pullout for LA
- ESOL MA/SC Enrichment Class
- SPED Reading enrichment Class
- Success is our ONLY Option!



# How can you help our students meet these goals?

Three Easy Steps:

1. Attendance: Be at school on time and ready to learn
2. Attitude and Behavior: (PRIDE) **P**ositive, **R**esponsible, **I**ntegrity, **D**etermined, and **E**ngaged
3. Continue to Learn at Home: Study, Read 20 minutes a night, and do **ALL** homework.