



2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

Jennifer Johnson, *Principal*

Dr. Al Taylor, *Assistant 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.

• Long Term Goal

Balanced Literacy--Reading/Writing: Louise Radloff Middle School's students' scores on the Georgia Milestones Assessments in English/Language Arts (grades 6, 7, and 8), Math (grades 6, 7, and 8), Science (grade 8), and Social Studies (grade 8) so that 75% or more of students will be performing at or above grade level (in the Proficient Learner and Distinguished Learner categories) by 2024-25.

o Annual Goal

Language Arts LSPI Annual Goal

During the 2020-21 on the language arts common summative assessments (Semester 1 and Semester 2), Louise Radloff Middle School will increase the percentage of students within the ELL and SWD subgroups scoring in the proficient and distinguished by 15% over the 2019-20 proficient and distinguished results. 100% of Gifted students will score proficient and/or distinguished. During the 2020-21 school year, there will be a 15% increase for 6th, 7th and 8th grade students scoring in the proficient and/or distinguished range over the 2019-20 language arts district results. (6th LA=36% P/D; 7th LA= 50% P/D; 8th=65% P/D)

Implementation Design

• Building Parent Capacity

Building Parent Capacity

- Louise Radloff Middle School will build parent capacity by holding various workshops throughout the year to target the areas of Language Arts, Mathematics, Social Studies, and Science classes. Our workshops will involve parents learning the material through mini-lesson, games, websites, and additional instructional practices used by classroom teachers. Parents will learn specific skills that will equip them to help their child at home and reach academic success.

- We will provide parents “how to” classes on technology speaking English, resources, bullying, safety, and websites to support academic classes.

- Spanish translation will be provided for parents to bridge the communication gap.

- In addition, our PIC will assist parents with academic related needs during office hours of 8:30am-4:00pm. Our PIC will be an integral part of helping to Build Parent Capacity, conferences to support parent involvement especially in the area of literacy-reading.

- Efforts will include increasing parent/teacher communication specifically targeting improvements for students who have been identified as potentially at-risk due to attendance or other academic concerns. The goal is to partner with



2020 - 2021

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parents to ensure their child achieve success in all academic classes.

- Parent perception survey results will be used to guide home to school planning.

• **Balanced Literacy and Numeracy/Gradual Release Instructional Framework (MA, SS, LA); 5 E's Instructional Framework (SCI)**

Balanced Literacy & Numeracy/Gradual Release (LA/SS/MA)

Activation Activity/Opening Activity (~5 minutes)—Teacher will activate prior knowledge/present a warm-up/quickwrite to get mental cognition flowing

“I do it”/ “We do it together” (~15 minutes)—Teacher modeling and explicit direct instruction of the skill through mini-lesson which includes (Connection, teaching points, explicit teaching, active engagement and links). Teacher also works with students to guide them through practicing the skill alongside them.

“You do It Together”/ “You do it Alone”(~30 minutes)—Collaborative Learning Experiences (students working together to try out the skill with other peers (especially important for our English Learner subgroups). Teachers pull students in flexible groups to further remediate or enrich learning. This area also includes student independent practice of the skill that was explicitly taught.

Summarizing (~10 minutes)—Teacher gathers class back together to do a summarizing activity (ticket out the door/google form poll/four corners to get an assessment of student understanding, ect...)

5 E's Science (Engage/Explore/Explain/Elaborate/Evaluate)

Science will implement gradual release through the lens of the 5 E's (engage/explore/explain/elaborate/evaluate).

- Engage--This instructional framework allows for teachers to engage students in a phenomena at the onset of the lesson.
- Explore--Students will then be invited to explore the science behind the phenomena.
- Elaborate—Teachers will pull small groups to enrich and remediate students understanding of the phenomena.
- Explain—During the explain phase, teachers will do more explicit direct instruction of the “skill” embedded within the content.
- Evaluate—During this phase, teachers have students summarize their understanding of both the content and the skill.

• **Collaborative Content Planning**

- Curriculum teams will strategically plan with the full instructional Plan/Do/Check/Act cycle

• To ground curriculum team work in the Plan/Do/Check/Act instructional cycle, they will work as a team to answer 5 guiding questions: 1) What is it we expect our students to learn? 2) How will we know when they have learned it? 3) How will we teach it? 4) How will we respond when they already know it? 5) How will we respond when they don't know it?

- Laser like focus on AKS standards for each lesson/Create clear learning targets for each lesson (Plan—1) What is it we expect our students to learn?)



2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

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- Collaborative planning teams will think about ways to use newly acquired technology skills and platforms from their digital learning experiences to do the following: differentiate learning for students, build additional background knowledge, assess student understanding (Plan/Do)
- Align all student work, instruction (including QPTS and digital resources), achievement level descriptors, and common assessments with AKS. (Plan—1) What is it we expect our students to learn? 2) How will we know if they learned it? (Plan/Check) 3) How will we teach it? (Do)
- Use of backwards design to plan and align instructional activities to the rigor of the standard-based assessments (Plan/Do)
- Regularly give common formative assessments to check for students learning and make adjustments to the instruction (Check/Act)
- Analyze student work/student data/DAs and CAs to inform instruction, extensions and/or reteach activities, and provide feedback (Check/Act--How will we respond when they already know it? 5) How will we respond when they don't know it?)
- LRMS Leadership team will be a vital part of weekly collaborative planning sessions to ensure that student work, instruction, and assessments is aligned with the AKS as well as continuously monitor instruction and individual student progress through daily observations and District and Common Assessments Results.
- LRMS Leadership team will celebrate teams who are following the instructional planning cycle with fidelity through the use of Lighthouse Notes and faculty meeting praises
- Intentional focus on instructional team leader development through monthly leadership development training which will equip instructional team leaders to lead their curriculum teams
- Instructional leadership training will focus on the continuum of actions that lead to student achievement (leader actions □ CLT actions - □ teacher actions □ student actions = student achievement) and what instructional leaders can act on to get their teams to act and behave in ways that show a commitment to a focus on student learning
- Monitoring of student data outcomes (Check/Act)

Curriculum teams will use county developed digital units to combine synchronous and asynchronous learning opportunities for students when they are on and off campus.

Curriculum teams will regularly use the QPTS and include technology as the wrap around strategy.

• **Positive Behavior Intervention System (PBIS)**

- A schoolwide positive behavioral system will be implemented to proactive address student behavioral expectations
- Teachers will have positive incentives that focus on the behaviors that we wish to see with less attention to the behaviors that we don't want to see.



2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

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- The school will invest resources and time to celebrate students who are making positive choices.
- Professional development training will be aligned to assist teachers with creating proactive, predictable, consistent routines in their classrooms to increase student achievement and productivity.

Consistent routine adopted from model such as Harry Wong's first days of school will be used to ensure consistent and clarity of expectations for all classrooms

- Teachers and staff will communicate more frequently with parents about positive behaviors than those related to negative behaviors.
- Once monthly students will receive lessons on social emotional responses to situations.
- Counselors and advisement team will partner with PBIS committee members to assist with the development of socio-emotional lessons.
- **“Read, Write, Discuss” Cross-Curricular Literacy Focus**
 - Curriculum teams will use Mini-literacy tasks loaded onto MOCC, LOCC, SOCC and SOAR
 - Use OECD practice items to deepen reading and thinking about complex text
 - Language arts, social studies and science teachers will purposely embed within their daily lessons opportunities for student to do the following: 1) Read (eye on print—where students are grappling with and practicing text comprehension. 2) Write (where students are writing about their reading or their thinking) 3) Opportunities for students to discuss what they are reading.
 - Curriculum teams will collaborate with the media specialist to locate relevant authentic articles that support their curriculum.
 - During extended learning time, teachers will purposely plan to enrich and remediate their content through methods that include opportunities for students to read, write and discuss.
 - During collaborative planning sessions, curriculum team will be explicitly asked to highlight the opportunities that students are reading, writing and discussing.
 - Teacher leaders will lead monthly professional development on reading/writing/discussion strategies. As a result of that learning, teachers will be charged to commit to using that particular strategy with their students at least once during the month. During collaborative planning sessions, administrator will determine when team members are using the strategy. The leadership team will then go into the classrooms to observe, take pictures and celebrate the teacher and student efforts.
 - Media center collection and classroom libraries will be assessed to determine future literacy needs.



2020 - 2021

Local School Plan for Improvement

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- Parent and schoolwide events will be held to promote literacy and lifelong reading.
- All teachers will highlight their reading life through visual and multi-media methods.
- Specific technology platforms will be used to increase language acquisition for our English Language Learners during Connections and Extended Learning time.

o Annual Goal

Social Studies LSPI Annual Goal

During the 2020-21 Louise Radloff Middle School will increase the percentage of students within the ELL and SWD subgroups scoring in the proficient and distinguished range on semester 1 and semester 2 social studies common summative assessments by 15% over the 2019-20 proficient and distinguished social studies common summative assessment results. 100% of Gifted students will score proficient and/or distinguished. During the 2020-21 school year, there will be a 15% increase for 6th, 7th and 8th grade students scoring in the proficient and/or distinguished range over the 2019-20 results. (6th SS=51% P/D; 7th LA= 43% P/D; 8th=67% P/D)

Implementation Design

- **Balanced Literacy and Numeracy/Gradual Release Instructional Framework (MA, SS, LA); 5 E's Instructional Framework (SCI)**

Balanced Literacy & Numeracy/Gradual Release (LA/SS/MA)

Activation Activity/Opening Activity (~5 minutes)—Teacher will activate prior knowledge/present a warm-up/quickwrite to get mental cognition flowing

“I do it”/ “We do it together” (~15 minutes)—Teacher modeling and explicit direct instruction of the skill through mini-lesson which includes (Connection, teaching points, explicit teaching, active engagement and links). Teacher also works with students to guide them through practicing the skill alongside them.

“You do It Together”/ “You do it Alone”(~30 minutes)—Collaborative Learning Experiences (students working together to try out the skill with other peers (especially important for our English Learner subgroups). Teachers pull students in flexible groups to further remediate or enrich learning. This area also includes student independent practice of the skill that was explicitly taught.

Summarizing (~10 minutes)—Teacher gathers class back together to do a summarizing activity (ticket out the door/google form poll/four corners to get an assessment of student understanding, ect...)

5 E's Science (Engage/Explore/Explain/Elaborate/Evaluate)

Science will implement gradual release through the lens of the 5 E's (engage/explore/explain/elaborate/evaluate).

- Engage--This instructional framework allows for teachers to engage students in a phenomena at the onset of the lesson.
- Explore--Students will then be invited to explore the science behind the phenomena.



2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

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- Elaborate—Teachers will pull small groups to enrich and remediate students understanding of the phenomena.
- Explain—During the explain phase, teachers will do more explicit direct instruction of the “skill” embedded within the content.
- Evaluate—During this phase, teachers have students summarize their understanding of both the content and the skill.
- **Building Parent Capacity**
 - Louise Radloff Middle School will build parent capacity by holding various workshops throughout the year to target the areas of Language Arts, Mathematics, Social Studies, and Science classes. Our workshops will involve parents learning the material through mini-lesson, games, websites, and additional instructional practices used by classroom teachers. Parents will learn specific skills that will equip them to help their child at home and reach academic success.
 - We will provide parents “how to” classes on technology speaking English, resources, bullying, safety, and websites to support academic classes.
 - Spanish translation will be provided for parents to bridge the communication gap.
 - In addition, our PIC will assist parents with academic related needs during office hours of 8:30am-4:00pm. Our PIC will be an integral part of helping to Build Parent Capacity, conferences to support parent involvement especially in the area of literacy-reading.
 - Efforts will include increasing parent/teacher communication specifically targeting improvements for students who have been identified as potentially at-risk due to attendance or other academic concerns. The goal is to partner with parents to ensure their child achieve success in all academic classes.
 - Parent perception survey results will be used to guide home to school planning.
 - PIC will help to create bi-lingual videos for parents so that they can have information on ways to support their students during digital learning. In addition, these videos will help parents to understand the digital learning structures.
- **Collaborative Content Planning**
 - Curriculum teams will strategically plan with the full instructional Plan/Do/Check/Act cycle
 - To ground curriculum team work in the Plan/Do/Check/Act instructional cycle, they will work as a team to answer 5 guiding questions: 1) What is it we expect our students to learn? 2) How will we know when they have learned it? 3) How will we teach it? 4) How will we respond when they already know it? 5) How will we respond when they don't know it?
 - Laser like focus on AKS standards for each lesson/Create clear learning targets for each lesson (Plan—1) What is it we expect our students to learn?)
 - Collaborative planning teams will think about ways to use newly acquired technology skills and platforms from their digital learning experiences to do the following: differentiate learning for students, build additional background knowledge, assess student understanding (Plan/Do)
 - Align all student work, instruction (including QPTS and digital resources), achievement level descriptors, and common



2020 - 2021

Local School Plan for Improvement

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assessments with AKS. (Plan—1) What is it we expect our students to learn? 2) How will we know if they learned it? (Plan/Check) 3) How will we teach it? (With a special lens on what structures need to be in place for English Language Learners) (Do)

- Use of backwards design to plan and align instructional activities to the rigor of the standard-based assessments (Plan/Do)
- Regularly give common formative assessments to check for students learning and make adjustments to the instruction (Check/Act)
- Analyze student work/student data/DAs and CAs to inform instruction, extensions and/or reteach activities, and provide feedback (Check/Act--How will we respond when they already know it? 5) How will we respond when they don't know it?)
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- LRMS Leadership team will celebrate teams who are following the instructional planning cycle with fidelity through the use of Lighthouse Notes and faculty meeting praises
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• **Positive Behavior Intervention System (PBIS)**

- A schoolwide positive behavioral system will be implemented to proactive address student behavioral expectations
- Teachers will have positive incentives that focus on the behaviors that we wish to see with less attention to the behaviors that we don't want to see.
- The school will invest resources and time to celebrate students who are making positive choices.
- Professional development training will be aligned to assist teachers with creating proactive, predictable, consistent



2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

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routines in their classrooms to increase student achievement and productivity.

- Teachers and staff will communicate more frequently with parents about positive behaviors than those related to negative behaviors.
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o Annual Goal

Science Annual LSPI Annual Goal



2020 - 2021

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2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

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- Use of backwards design to plan and align instructional activities to the rigor of the standard-based assessments (Plan/Do)
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2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

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(Check/Act)

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2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

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- **Long Term Goal**

Balanced Numeracy: Louise Radloff Middle School's students' scores on the Georgia Milestones Assessments in Math (grades 6, 7, and 8) will increase so that 75% or more of students will be performing at or above grade level (in the Proficient Learner and Distinguished Learner categories) by 2024-25

- o **Annual Goal**

Math LSPI Annual Goal

During the 2020-21 school year on the math common summative assessments (Semester 1 and Semester 2), Louise Radloff Middle School will increase the percentage of students within the ELL and SWD subgroups scoring in the proficient and



2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

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distinguished by 15% over the 2019-20 proficient and distinguished results. 100% of Gifted students will score proficient and/or distinguished.

Implementation Design

• Building Parent Capacity

Building Parent Capacity

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2020 - 2021

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- Engage--This instructional framework allows for teachers to engage students in a phenomena at the onset of the lesson.
- Explore--Students will then be invited to explore the science behind the phenomena.
- Elaborate—Teachers will pull small groups to enrich and remediate students understanding of the phenomena.
- Explain—During the explain phase, teachers will do more explicit direct instruction of the “skill” embedded within the content.
- Evaluate—During this phase, teachers have students summarize their understanding of both the content and the skill.
- **Collaborative Content Planning**
 - Curriculum teams will strategically plan with the full instructional Plan/Do/Check/Act cycle
 - To ground curriculum team work in the Plan/Do/Check/Act instructional cycle, they will work as a team to answer 5 guiding questions: 1) What is it we expect our students to learn? 2) How will we know when they have learned it? 3) How will we teach it? 4) How will we respond when they already know it? 5) How will we respond when they don't know it?
 - Laser like focus on AKS standards for each lesson/Create clear learning targets for each lesson (Plan—1) What is it we expect our students to learn?)
 - Align all student work, instruction (including QPTS and digital resources), achievement level descriptors, and common assessments with AKS. (Plan—1) What is it we expect our students to learn? 2) How will we know if they learned it? (Plan/Check) 3) How will we teach it? (Do)
 - Use of backwards design to plan and align instructional activities to the rigor of the standard-based assessments (Plan/Do)
 - Regularly give common formative assessments to check for students learning and make adjustments to the instruction (Check/Act)
 - Analyze student work/student data/DAs and CAs to inform instruction, extensions and/or reteach activities, and provide feedback (Check/Act--How will we respond when they already know it? 5) How will we respond when they don't know it?)
 - LRMS Leadership team will be a vital part of weekly collaborative planning sessions to ensure that student work, instruction, and assessments is aligned with the AKS as well as continuously monitor instruction and individual student progress through daily observations and District and Common Assessments Results.
 - Intentional focus on instructional team leader development through monthly leadership development training which will equip instructional team leaders to lead their curriculum teams
 - Instructional leadership training will focus on the continuum of actions that lead to student achievement (leader actions □ CLT actions- □ teacher actions □ student actions =student achievement) and what instructional leaders can act on to get their teams to act and behave in ways that show a commitment to a focus on student learning



2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

Jennifer Johnson, *Principal*

Dr. Al Taylor, *Assistant Superintendent*

- Monitoring of student data outcomes (Check/Act)

Curriculum teams will use county developed digital units to combine synchronous and asynchronous learning opportunities for students when they are on and off campus.

Curriculum teams will regularly use the QPTS and include technology as the wrap around technology strategy.

- **Positive Behavior Intervention System (PBIS)**

- A schoolwide positive behavioral system will be implemented to proactively address student behavioral expectations
- Teachers will have positive incentives that focus on the behaviors that we wish to see with less attention to the behaviors that we don't want to see.
- The school will invest resources and time to celebrate students who are making positive choices.
- Professional development training will be aligned to assist teachers with creating proactive, predictable, consistent routines in their classrooms to increase student achievement and productivity.
- Teachers and staff will communicate more frequently with parents about positive behaviors than those related to negative behaviors.
- Once monthly students will receive lessons on social emotional responses to situations.
- Counselors will partner with PBIS committee members to assist with the development of socio-emotional lessons.
-

- **"Read, Write, Discuss" Cross-Curricular Literacy Focus**

- Curriculum teams will use Mini-literacy tasks loaded onto MOCC, LOCC, SOCC and SOAR
- Use OECD practice items to deepen reading and thinking about complex text
- Language arts, social studies and science teachers will purposely embed within their daily lessons opportunities for student to do the following: 1) Read (eye on print—where students are grappling with and practicing text comprehension. 2) Write (where students are writing about their reading) 3) Opportunities for students to discuss what they are reading.
- Curriculum teams will collaborate with the media specialist to locate relevant authentic articles that support their curriculum.
- During extended learning time, teachers will purposely plan to enrich and remediate their content through methods that include opportunities for students to read, write and discuss.
- During collaborative planning sessions, curriculum team will be explicitly asked to highlight the opportunities that students are reading, writing and discussing.
- Teacher leaders will lead monthly professional development on reading/writing/discussion strategies. As a result of that learning, teachers will be charged to commit to using that particular strategy with their students at least once during the month. During collaborative planning sessions, administrator will determine when team members are using the strategy. The leadership team will then go into the classrooms to observe, take pictures and celebrate the teacher and student efforts.
- Media center collection and classroom libraries will be assessed to determine future literacy needs.
- Parent and schoolwide events will be held to promote literacy and lifelong reading.
- All teachers will highlight their reading life through visual and multi-media methods.
- Specific technology platforms will be used to increase language acquisition for our English Language Learners during Connections and Extended Learning time.

- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified



2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

Jennifer Johnson, *Principal*

Dr. Al Taylor, *Assistant Superintendent*

in The Plan/The Promise.

- **Long Term Goal**

No goal associated with this objective

- o **Annual Goal**

School Climate and Disciplinary Annual Goal

During the 2020-21 school year, Louise Radloff middle school will have a 30% reduction in the number of total referrals. The 2020-21 RBES staff perception survey results will also have an increase of 5% in the Strongly Agree (SA) category for all questions.

Implementation Design

- **Building Parent Capacity**

- Louise Radloff Middle School will build parent capacity by holding various workshops throughout the year to target the areas of Language Arts, Mathematics, Social Studies, and Science classes. Our workshops will involve parents learning the material through mini-lesson, games, websites, and additional instructional practices used by classroom teachers. Parents will learn specific skills that will equip them to help their child at home and reach academic success.

- We will provide parents “how to” classes on technology speaking English, resources, bullying, safety, and websites to support academic classes.

- Spanish translation will be provided for parents to bridge the communication gap.

- In addition, our PIC will assist parents with academic related needs during office hours of 8:30am-4:00pm. Our PIC will be an integral part of helping to Build Parent Capacity, conferences to support parent involvement especially in the area of literacy-reading.

- Efforts will include increasing parent/teacher communication specifically targeting improvements for students who have been identified as potentially at-risk due to attendance or other academic concerns. The goal is to partner with parents to ensure their child achieve success in all academic classes.

- Parent perception survey results will be used to guide home to school planning.

- PIC will help to create bi-lingual videos for parents so that they can have information on ways to support their students during digital learning. In addition, these videos will help parents to understand the digital learning structures.

- **Positive Behavior Intervention System (PBIS)**

- A schoolwide positive behavioral system will be implemented to proactive address student behavioral expectations

- Teachers will have positive incentives that focus on the behaviors that we wish to see with less attention to the behaviors that we don't want to see.

- The school will invest resources and time to celebrate students who are making positive choices.



2020 - 2021

Local School Plan for Improvement

Louise Radloff Middle School

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- Professional development training will be aligned to assist teachers with creating proactive, predictable, consistent routines in their classrooms to increase student achievement and productivity.
- Teachers and staff will communicate more frequently with parents about positive behaviors than those related to negative behaviors.
- Once monthly students will receive lessons on social emotional responses to situations.
- Counselors will partner with PBIS committee members to assist with the development of socio-emotional lessons.

During online learning, LRMS teachers will use technology based incentives through Synergy, Class Dojo or the like.