



2018 - 2019

Local School Plan for Improvement

J. E. Richards Middle School

Mark McCain, *Principal*

Peggy Goodman, *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

Richards Middle School will annually increase student achievement in Math for all students and each subgroup, enabling all students to be proficient or distinguished on the Georgia Milestones by 2021 and readying them for high school academic rigor and further success in college, career, and life.

o Annual Goal

Richards Middle School students will demonstrate mastery in mathematics with at least 50% (1117) of grades 6-8 students scoring Proficient and/or Distinguished on the EOG and/or EOC GA Milestones. A minimum of 20% of 7th (146) and 20% (148) of 8th grade students will score in the distinguished performance level. A minimum of 15% (115) of 6th grade students will perform at the distinguished level. 50% (1117) of all Math students will also perform at or above the proficiency performance level on the GCPS District Assessment semester post-tests, with 20% of students in 7th and 8th recognized as distinguished, and 15% of students in 6th grade recognized as distinguished.

Implementation Design

• Building Parent Capacity

Richards Middle will engage parents through daily and weekly communication regarding student progress; parent portal access and updates; parent/teacher conferences; social media updates and alerts, school website, Title I Parent Meetings; English classes for parents; school-wide curriculum and academic nights; Local School Council; PTA; Fine Arts Events; Book Fair; Sporting Events, International Night; etc.

• Academic Instructional Interventions

To support student achievement and address our CCRPI deficits, Richards Middle School math teachers will offer intervention support through daily CQI-Extended Learning Time classes, individual student/teacher in-class instructional support - reteaching/reassessing, connections math academic classes, Saturday Math tutoring, GA Milestones Math Boot-camp, and weekly tutoring before and after school.

• Curriculum Team Collaborative Planning

To support student achievement and address our CCRPI deficits, Richards Middle School math teachers will collaborate weekly with a goal of reducing the variability from classroom to classroom. Instructional activities, assessments, and student work will be aligned to proficiency/distinguished AKS descriptors. Teachers will share and model technology uses, plan for reteaching during ELT/CQI, collaborate with GCPS instructional coaches, create common assessments, and analyze student performance data. They will utilize GCPS quick checks to ensure students are assessed with appropriate academic rigor and collaborate quarterly through school-wide vertical learning sessions.



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- **Gradual Release Instructional Framework**

To increase all students' learning capacity and address our CCRPI deficits, math teachers will implement an instructional framework consisting of focused instruction, guided instruction, collaborative learning, and independent learning, with a goal of increasing student responsibility in, and for their learning. Each component of the framework will involve formative instructional strategies and assessments, as well as quick checks to check for understanding and monitor progress.

- **LSPI Monitoring**

To support student achievement, ensure the alignment of curriculum, assessment and instruction, and to address the deficits in our CCRPI, all teachers and administrators will tightly monitor for effective instructional practices targeting proficient/distinguished achievement level descriptors, evidence of gradual release instructional framework, collaborative planning/learning sessions, common assessment outcomes, and evidences of student work and learning.

- **Quality Plus Teaching Strategies "Refresh"**

To increase student achievement and address our CCRPI deficits, math teachers will incorporate daily research-based Quality Plus Teaching Strategies, build literacy into everyday instructional activities, and provide specific feedback on math students' performance, while guiding students to set goals for their learning.

- **Long Term Goal**

Richards Middle School will annually increase student achievement in Reading, Writing and Language Arts for all students and each subgroup, enabling all students to be proficient or distinguished on the Georgia Milestones by 2021 and readying them for high school academic rigor and further success in college, career, and life.

- o **Annual Goal**

Richards Middle School students will demonstrate mastery in language arts with at least 50% (1117) of grades 6-8 students scoring Proficient and/or Distinguished on the EOG GA Milestones. A minimum of 15% (335) of students will score in the distinguished performance level. 50% of Language Arts students will also perform at or above the proficiency performance level on the GCPD District Assessment semester post-tests, with 15% of students recognized as distinguished.

Implementation Design

- **Building Parent Capacity**

Richards Middle will engage parents through daily and weekly communication regarding student progress; parent portal access and updates; parent/teacher conferences; social media updates and alerts, school website, Title I Parent Meetings; English classes for parents; school-wide curriculum and academic nights; Local School Council; PTA; Fine Arts Events; Book Fair; Sporting Events, International Night; etc.

- **Academic Instructional Interventions**

To support student achievement and address our CCRPI deficits, Richards Middle School Language Arts teachers will offer intervention support through daily CQI-Extended Learning Time classes; Guided Reading Support; Individual student/teacher in-class instructional support - reteaching/reassessing; Connections Reading Academic Classes; and weekly tutoring before/after school.



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- **Curriculum Team Collaborative Planning**

To support student achievement and address our CCRPI deficits, Richards Middle School language arts teachers will collaborate weekly with a goal of reducing the variability from classroom to classroom, and ensuring their instructional activities, assessments, and student work are aligned to proficiency/distinguished AKS descriptors. They will discuss and evaluate writing units of study progress, share and model technology uses, plan for reteaching during ELT/CQI, create common assessments, collaborate with GCPS instructional coaches, and analyze student performance data. Select teachers will participate in the Discovery Cluster vertical collaboration.

- **Gradual Release Instructional Framework**

To increase all students' learning capacity in appropriate increments and address our CCRPI deficits, science teachers will implement an instructional framework consisting of focused instruction, guided instruction, collaborative learning, and independent learning, with a goal of increasing student responsibility in and for their learning. Each component of the framework will involve formative assessments to check for understanding and monitor progress.

- **LSPI Monitoring**

To support student achievement, ensure the alignment of curriculum, assessment and instruction, and to address the deficits in our CCRPI, all teachers and administrators will tightly monitor for effective instructional practices targeting proficient/distinguished achievement level descriptors, evidence of gradual release instructional framework, collaborative planning/learning sessions, common assessment outcomes, and evidences of student work and learning.

- **Quality Plus Teaching Strategies "Refresh"**

To increase student achievement and address our CCRPI deficits, Language Arts teachers will daily utilize research-based Quality Plus Teaching Strategies, build balanced literacy into everyday instructional activities and provide specific feedback on language arts students' performance, while guiding students to set goals for their learning.

- o **Annual Goal**

Using the LSPI implementation design activities and targeted school plan, Richards Middle School will increase the overall 2018-19 CCRPI score by 3% over the 2017-18 CCRPI score, increasing from 72.4 to 74.6 or higher.

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity

- **Long Term Goal**

Richards Middle School will annually increase student achievement in Science for all students and each subgroup, enabling all students to be proficient or distinguished on the Georgia Milestones by 2021 and readying them for high school academic rigor and further success in college, career, and life.

- o **Annual Goal**

Richards Middle School students will demonstrate mastery in science with at least 50% (375) of 8th grade students scoring Proficient and/or Distinguished on the EOG and/or EOC GA Milestones. A minimum of 15% (112) of students will score in the distinguished performance level. 50% (1117) of 6th-8th grade Science students will also perform at or above the proficiency performance level on the GCPS District Assessment semester post-tests, with 15% (335) of those students as distinguished.

Implementation Design



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- **Building Parent Capacity**

Richards Middle will engage parents through daily and weekly communication regarding student progress; parent portal access and updates; parent/teacher conferences; social media updates and alerts, school website, Title I Parent Meetings; English classes for parents; school-wide curriculum and academic nights; Local School Council; PTA; Fine Arts Events; Book Fair; Sporting Events, International Night; etc.

- **Academic Instructional Interventions**

To support student achievement and address our CCRPI deficits, Richards Middle School science teachers will offer intervention support through daily CQI-Extended Learning Time classes; Individual student/teacher in-class instructional support - reteaching/reassessing; Connections Science Academic Classes; Hands-on inquiry based instruction and weekly tutoring before/after school.

- **Curriculum Team Collaborative Planning**

To support student achievement and address our CCRPI deficits, Richards Middle School science teachers will collaborate weekly with a goal of reducing the variability from classroom to classroom. Instructional activities, assessments, and student work will be aligned to proficiency/distinguished AKS descriptors. Teachers will share and model technology uses, plan for reteaching during ELT/CQI, collaborate with GCPS instructional coaches, create common assessments, and analyze student performance data. They will share and evaluate the most effective instructional practices and utilize formative and summative assessments to check for understanding and monitor student progress.

- **Gradual Release Instructional Framework**

To increase all students' learning capacity in appropriate increments and address our CCRPI deficits, science teachers will implement an instructional framework consisting of focused instruction, guided instruction, collaborative learning, and independent learning, with a goal of increasing student responsibility in and for their learning. Each component of the framework will involve formative assessments to check for understanding and monitor progress.

- **LSPI Monitoring**

To support student achievement, ensure the alignment of curriculum, assessment and instruction, and to address the deficits in our CCRPI, all teachers and administrators will tightly monitor for effective instructional practices targeting proficient/distinguished achievement level descriptors, evidence of gradual release instructional framework, collaborative planning/learning sessions, common assessment outcomes, and evidences of student work and learning.

- **Quality Plus Teaching Strategies "Refresh"**

To increase student achievement and address our CCRPI deficits, Science teachers will daily utilize research-based Quality Plus Teaching Strategies, build balanced literacy into everyday science instructional activities and provide specific feedback on science students' performance, while guiding students to set goals for their learning.

- **Long Term Goal**

Richards Middle School will annually increase student achievement in Social Studies for all students and each subgroup, enabling all students to be proficient or distinguished on the Georgia Milestones by 2021 and readying them for high school academic rigor and further success in college, career, and life.



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o Annual Goal

Richards Middle School students will demonstrate mastery in 8th grade social studies with at least 50% (370) of students scoring Proficient and/or Distinguished on the EOG GA Milestones. A minimum of 20% (148) of those students will score in the distinguished performance level. 50% (1117) of 6th-8th grade Social Studies students will also perform at or above the proficiency performance level on the GCPS District Assessment semester post-tests, with 20% (447) of students as distinguished.

Implementation Design

• Building Parent Capacity

Richards Middle will engage parents through daily and weekly communication regarding student progress; parent portal access and updates; parent/teacher conferences; social media updates and alerts, school website, Title I Parent Meetings; English classes for parents; school-wide curriculum and academic nights; Local School Council; PTA; Fine Arts Events; Book Fair; Sporting Events, International Night; etc.

• Academic Instructional Interventions

To support student achievement and address our CCRPI deficits, Richards Middle School social studies teachers will offer intervention support through daily CQI-Extended Learning Time classes; Individual student/teacher in-class instructional support - reteaching/reassessing; and weekly tutoring before/after school.

• Curriculum Team Collaborative Planning

To support student achievement and address our CCRPI deficits, Richards Middle School social studies teachers will collaborate weekly with a goal of reducing the variability from classroom to classroom. Instructional activities, assessments, and student work will be aligned to proficiency/distinguished AKS descriptors. Teachers will share and model technology uses, plan for reteaching during ELT/CQI, collaborate with GCPS instructional coaches, create common assessments, and analyze student performance data. They will share and evaluate the most effective instructional practices and utilize formative and summative assessments to check for understanding and monitor student progress.

• Gradual Release Instructional Framework

To increase all students' learning capacity in appropriate increments and address our CCRPI deficits, social studies teachers will implement an instructional framework consisting of focused instruction, guided instruction, collaborative learning, and independent learning, with a goal of increasing student responsibility in and for their learning. Each component of the framework will involve formative assessments to check for understanding and monitor progress.

• LSPI Monitoring

To support student achievement, ensure the alignment of curriculum, assessment and instruction, and to address the deficits in our CCRPI, all teachers and administrators will tightly monitor for effective instructional practices targeting proficient/distinguished achievement level descriptors, evidence of gradual release instructional framework, collaborative planning/learning sessions, common assessment outcomes, and evidences of student work and learning.

• Quality Plus Teaching Strategies "Refresh"

To increase student achievement and address our CCRPI deficits, Social Studies teachers will daily utilize research-based Quality Plus Teaching Strategies, build balanced literacy into everyday social studies instructional activities and provide specific feedback on social studies students' performance, while guiding students to set goals for their learning.



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- **Long Term Goal**

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.