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:** LCE will improve math performance of all students through a balanced numeracy program. At a minimum, 100% of students will meet grade level math standards. K-5 students at Level Creek will leave elementary school able to apply higher order mathematical skills and processes so they have the choice of enhancing their educational experience in middle school and beyond.

**Objective:** Level Creek Elementary will increase the academic performance in Mathematics of all students to meet and/or exceed annual targets through strategies that have been identified as "best practice" by GCPS. We are working for at least 70% of our grades 1-5 FAY students to achieve at the highest level of performance (Level 3) in the content area of Math on ALL standardized assessments.
2011-2012 Long Term Goals and Objectives

**Goal:** LCE will improve the media research skills and technology proficiency of all students by strategically integrating media and technology throughout the school's instructional program. At a minimum, 100% of students will meet grade level media research and technology standards, as dictated by the American Association of School Librarians and the National Educational Technology Standards.

**Objective:** Level Creek Elementary will increase the academic performance in Media Research and Technology of all students to meet and/or exceed annual targets through strategies that have been identified as "best practice" by GCPS. As our primary IE2 goal, we are working for at least 70% of our grades 3-5 FAY students to achieve at the highest level of performance (Level 3) in the content areas of Reading, Language Arts, Math, Science and Social Studies on ALL standardized assessments.

**Goal:** LCE will improve the reading and writing performance of all students through a balanced literacy program, which includes the Reader's and Writer's Workshop models. At a minimum, 100% of students will meet grade level reading, writing and grammar standards. K-5 students at Level Creek will leave elementary school able to demonstrate and apply higher order literacy skills and processes so they have the choice of enhancing their educational experience in middle school and beyond.

**Objective:** Level Creek Elementary will increase the academic performance in Literacy of all students to meet and/or exceed annual targets through strategies that have been identified as "best practice" by GCPS. We are working for at least 70% of our grades 1-5 FAY students to achieve at the highest level of performance (Level 3) in the content areas of Reading and Language Arts on ALL standardized assessments.
2011-2012 Long Term Goals and Objectives

**Goal:** Level Creek Elementary will work collaboratively with the North Gwinnett Cluster schools to develop a leadership model that will allow students to apply learned academic knowledge and skills through competencies such as collaboration, adaptability, initiative, communication, and critical thinking. By developing the whole child; socially, emotionally, academically and ethically, the leadership model will foster a climate of leadership, accountability, and academic excellence.

**Objective:** Level Creek Elementary believes all students can BE A LEADER, grades K-5. Through consciously developing and integrating student leadership opportunities in Level Creek's instructional program, we will meet and/or exceed annual student achievement targets. As our primary IE2 goal, we are working for at least 70% of our grades 3-5 FAY students to achieve at the highest level of performance (Level 3) in the content areas of Reading, Language Arts, Math, Science and Social Studies on ALL standardized assessments.
<table>
<thead>
<tr>
<th>Goal Title</th>
<th>Goal</th>
<th>Start School Year</th>
<th>End School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced Literacy Goal, Grades K-5</td>
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<td>2014-15</td>
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</tr>
<tr>
<td>North Gwinnett Cluster Goal, Grades K-12 Student Leadership Development</td>
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<td>2010-11</td>
<td>2015-16</td>
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</tbody>
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### Annual Objective

Level Creek Elementary will increase the academic performance in Mathematics of all students to meet and/or exceed annual targets through strategies that have been identified as "best practice" by GCPS. We are working for at least 70% of our grades 1-5 FAY students to achieve at the highest level of performance (Level 3) in the content area of Math on ALL standardized assessments.
### Associated Goals

**Goal:** Balanced Numeracy Goal, Grades K-5

### Implementation Design

**Sustaining a High Performance Learning Culture**

Four years ago, the work of the LCE faculty was restructured into five content area teams (CAT): Math, Literacy, Social Studies, Science, and Media/Tech. The work of all CATs is based upon the QPL Performance Culture principles and the Professional Learning Culture framework. The Math CAT, led by two teacher leaders, leads development of math curriculum, instruction and assessment in the school. Non-negotiables that define the beliefs and values for math instruction have been identified. A five year goal plan for math professional learning has been written for school. Yearly RBES grade level math goals, lead by math teacher leaders on each grade level team, are also defined through student data analysis. The Math CAT has five formal meetings, but its work is pervasive throughout the school year and continuously developed through CAT Team/grade level meetings and One Note online collaboration.

**SD:** Instructional Planning Meetings

Program will provide definition of Balanced Numeracy model, facilitate definition of grade level/age appropriate implementation, and identify high impact supplemental instructional resources that address student achievement weaknesses. Participants will collaborate weekly to create and plan implementation of Math curriculum and instruction. They will incorporate CAT-led initiatives, GCPS AKS lesson plans, GPS tasks, and use info from Student Achievement meetings to inform instruction. Grade levels/teaching teams will also meet for 3.5 hrs each quarter to finalize plans for next 9 wks. The professional learning calendar for this work is job-embedded, generated monthly, monitored by Admin Team.
SD: Math Content Area Team

Based upon QPL performance culture principles and the professional learning community (PLC) framework, this work group contains representation from each teaching team in the school. Representative members are trained to collaborate with and coach peers, implement content area non-negotiables based upon district/school adopted content area vision and determines instructional resources to be purchased. This program work is designed to provide staff development for CAT leaders at least five times throughout the year. The sessions are embedded with Quality Plus Teaching Strategies, specifically highlighting implementation of the Balanced Numeracy instructional model and identification of supplemental math resources most needed to meet grade level Math RBES goals. Course work is aligned with Georgia Performance Standards Framework and AKS. Parent education night, facilitated by CAT, is scheduled for November 10, 2011.

SD: MATH/SCIENCE STAFF DEVELOPMENT - ELEMENTARY

After-school sessions have the primary goal of improving student achievement in mathematics and science by connecting both the math and science AKS with the expected performance-based student outcomes at each grade level. The K-5 sessions are offered by grade level and are in time with the corresponding instructional calendar. One hour is devoted to mathematics instruction and the second hour is devoted to science instruction. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, essential vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for elementary school teachers. The math sessions will model rigorous lessons for upcoming AKS. Each session will focus on a different component of the Balanced Numeracy framework. Session 1 is focused on Informal Assessment, Session 2 on Quality Questioning, Session 3 on Problem Solving, Session 4 on Student Collaboration, and Session 5 on Activating and ...

SD: New Teacher Development

New teachers to LCE, novices and veterans, are assigned a mentor teacher to coach and support smooth transition into the school context and culture. Mentor teachers are led by administrators to address certain topics with mentee, facilitate first time implementation of programs. Administrators and content area teacher leaders provide an orientation of school policies and procedures and GCPS standards for new teachers. New teachers attend GCPS NTO. Celebrations and recognition of "first time" completion of school events, milestones occurs throughout the year.
SD: Student Achievement Meetings

- Participants will collaborate bi-monthly at a minimum, to create, implement and evaluate assessment tools to measure Math student achievement. They will study research based assessment strategies and create common assessments to improve student achievement. They will incorporate best practices from multiple sources, such as Quality Plus Teaching Strategies, Marzano's Classroom Grading That Works, and Schmoker's Results Now.
- In addition, this course work will integrate and implement student data notebooks that help students to self-monitor their progress to meet Math achievement goals.

Annual Objective

Level Creek Elementary will increase the academic performance in Literacy of all students to meet and/or exceed annual targets through strategies that have been identified as "best practice" by GCPS. We are working for at least 70% of our grades 1-5 FAY students to achieve at the highest level of performance (Level 3) in the content areas of Reading and Language Arts on ALL standardized assessments.

Associated Goals

Goal: Balanced Literacy Goal, Grades K-5

Implementation Design
**LEVEL CREEK ELEMENTARY SCHOOL**

**LSPI Continued**

Nancy K Kiel, *Principal*  
Dr. Steven W Flynt, *Area Superintendent*

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**Sustaining A High Performance Learning Culture**

Four years ago, the work of the LCE faculty was restructured into five content area teams (CAT): Math, Literacy, Social Studies, Science, and Media/Tech. The work of all CATs is based upon the QPL Performance Culture principles and the Professional Learning Culture framework. The Literacy CAT is led by two teacher leaders and leads implementation of a balanced literacy approach to curriculum, instruction and assessment in the school. Non-negotiables that define the beliefs and values for literacy instruction have been identified. A five year goal plan for literacy professional learning has been written for school. Yearly RBES literacy goals for all grade levels/teaching teams are also defined through student data analysis. The Literacy CAT has five formal meetings, but it's instructional leadership is pervasive throughout the school program and continuously developed through team/grade level meetings and One Note online collaboration. A parent education Literacy Night, facilitated by the Literacy CAT Team, is September 22, 2011.

**SD: ELEMENTARY SUMMER LITERACY INSTITUTE**

Three-day conference for teachers of all content areas focusing on the appropriate implementation of literacy-rich strategies in the classroom.

**SD: Instructional Planning Meetings**

Participants will collaborate weekly to create and plan implementation of Literacy curriculum and instruction. They will incorporate CAT-led initiatives, GCPS AKS lesson plans, GPS tasks, and use info from Student Achievement meetings to inform instruction. Grade levels/teaching teams will also meet for 3.5 hrs each quarter to finalize plans for next 9 wks. The professional learning calendar for this work is job-embedded, generated monthly, monitored closely by Admin Team.

**SD: LANGUAGE ARTS VISION [ES]**

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: LANGUAGE ARTS VISION CONFERENCE SERIES [ES]**

Two (Saturday) opportunities during the 11-12 school year to hear nationally recognized speakers address critical issues in literacy research.
SD: Literacy Content Area Team

Based upon QPL performance culture principles and the professional learning community (PLC) framework, this work group contains representation from each teaching team in the school. Representative members are trained to collaborate with and coach peers, implement content area non-negotiables based upon district/school adopted content area vision, and determine instructional resources to be purchased. This program work is designed to provide staff development for CAT Literacy leaders, at least five times throughout the year. The sessions are embedded with Quality Plus Teaching Strategies, specifically highlighting implementation of the Balanced Literacy instructional model. Course work is aligned with Georgia Performance Standards Framework and AKS.

This CAT Team is leading implementation of new Word Study program this school year. Parent education night, facilitated by this CAT, is scheduled for September 22, 2011.

SD: Student Achievement Meetings

Participants will collaborate bi-monthly, at a minimum, to create, implement and evaluate assessment tools to measure student achievement. They will study research based assessment strategies and create common assessments to improve student achievement. They will incorporate best practices from multiple sources, such as Quality Plus Teaching Strategies, Marzano’s Classroom Grading That Works, Schmoker’s Results Now and Holcomb’s Getting Excited About Data, 2nd ed.

In addition, this course work will facilitate usage of student data notebooks that help students to self-monitor their progress to meet achievement goals.

Annual Objective

Level Creek Elementary will increase the academic performance in Media Research and Technology of all students to meet and/or exceed annual targets through strategies that have been identified as "best practice" by GCPS. As our primary IE2 goal, we are working for at least 70% of our grades 3-5 FAY students to achieve at the highest level of performance (Level 3) in the content areas of Reading, Language Arts, Math, Science and Social Studies on ALL standardized assessments.
Associated Goals

**Goal:** Media/Technology Goal, Grades K-5

### Implementation Design

**Sustaining A High Performance Learning Culture**

Four years ago, the work of the LCE faculty was restructured into five content area teams (CAT): Math, Literacy, Social Studies, Science, and Media/Tech. The work of all CATs is based upon the QPL Performance Culture principles and the Professional Learning Culture framework. The Media/Technology CAT, led by two teacher leaders, leads integration of media research and technology throughout the instructional program (curriculum, instruction and assessment of all content areas) in the school. Non-negotiables that define the beliefs and values for media research and technology integration have been identified. A five year goal plan for media/tech professional learning has been written for teachers and students in the school. Yearly RBES grade level media/tech goals are also defined through student performance data analysis. The Media/Tech CAT has five formal meetings, but it's work is continuously developed through informal team and grade level meetings and One Note online collaboration.

**SD: Media/Technology Content Area Team**

Based upon QPL performance culture principles and the professional learning community (PLC) framework, this work group contains teacher leaders representing each teaching team in the school. Representative members are trained to collaborate with and coach peers, implement content area non-negotiables based upon district/school adopted content area vision. This course is designed to provide staff development for all grade level teachers and para pros on CAT, at least five times throughout the year. The sessions are embedded with Quality Plus Teaching Strategies, specifically highlighting implementation of the GCPS/AASL and NETS standards for each grade level. Course work is aligned with Georgia Performance Standards Framework and AKS. We work to integrate media and technology, throughout our school instructional program.
SD: One Note Communication
To facilitate and streamline the on-line communication of the LCE staff and nurture our Professional Learning Community. The One Note Microsoft Program optimizes staff collaboration, transparency and ensures documentation of all work for SACS review. Each LCE teaching team maintains a One Note notebook and is responsible for timely updates of all planning and student achievement data. This helps support staff to collaborate with and support teachers.

Annual Objective
Level Creek Elementary believes all students can BE A LEADER, grades K-5. Through consciously developing and integrating student leadership opportunities in Level Creek's instructional program, we will meet and/or exceed annual student achievement targets. As our primary IE2 goal, we are working for at least 70% of our grades 3-5 FAY students to achieve at the highest level of performance (Level 3) in the content areas of Reading, Language Arts, Math, Science and Social Studies on ALL standardized assessments.

Associated Goals
Goal: North Gwinnett Cluster Goal, Grades K-12 Student Leadership Development

Implementation Design
## Sustaining A High Performance Learning Culture

The North Gwinnett Schools have determined purposeful student involvement in our local school plan for improvement is central to our clusters continued success. Based upon rudimentary program elements defined by the K-12 North Gwinnett Cluster Student Leadership Team, LCE is developing implementation throughout the whole school a four-part student leadership program: 1) LCE SL Program (local school routines and procedures, charitable giving program) 2) Leadership Vocabulary and Skills, 3) Student Data Notebooks, 4) Class Meetings. All five Content Area Teams are developing how student leadership can be consciously taught and supported in each content area, on each grade level in the school. They are integrating leadership vocabulary (focus on manners that “fill buckets” this school year, reviewing/further implementation of Seven Habits of Happy Kids from last year), data notebooks (goal setting, teaching students how to self-monitor progress) and class meetings into each content area’s curricula, instruction and assessment.

<table>
<thead>
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<th>SD: Level Creek Leadership Program</th>
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The North Gwinnett Cluster elementary schools will develop teacher and student leaders within each school. The LCE faculty and staff will work in grade level teams, CATs, and the school leadership team to clearly define each of the four LCE SL Program elements and implement the leadership vocabulary and skills throughout our instructional program.