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.

2010-2011 Long Term Goals and Objectives

Goal: K - 5 students at Cedar Hill Elementary will leave elementary school knowing how to generate problem statements and devise solutions using scientific processes and inquiry method.

Objective: Cedar Hill Elementary School will increase academic performance in Science for all students and targeted subgroups to meet or exceed baseline targets through collaborative planning, targeted interventions, inquiry-based lessons, grades 3, 4 and 5 science classrooms, literacy strategies for science and professional development.

Goal: K - 5 students at Cedar Hill Elementary will leave elementary school with the ability to use high order math skills and processes in order to enhance their educational experience and demonstrate proficiency in mathematical concepts.

Objective: Cedar Hill Elementary will increase academic achievement in Mathematics for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; and professional development.

2010-2011 Long Term Goals and Objectives

Goal: K - 5 students at Cedar Hill Elementary will leave elementary school with the foundational literacy skills that will prepare them to read and write proficiently.

Objective: Cedar Hill Elementary will increase academic performance in Reading for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; the usage of guided reading/balanced literacy practices-grouping students for instruction to meet individual needs; an emphasis on word work instruction; targeted interventions; and professional development.

Objective: Cedar Hill Elementary School will increase academic performance in Writing for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; the usage of writers workshop practices-grouping students for instruction to meet individual needs; an emphasis on word work; targeted interventions; and professional development.

Susan S Bearse, *Principal*   Dr. John Green, *Area Superintendent*

Schools Goals – CEDAR HILL ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Balanced Literacy Goal	K - 5 students at Cedar Hill Elementary will leave elementary school with the foundational literacy skills that will prepare them to read and write proficiently.	2010-11	2015-16
Math Goal	K - 5 students at Cedar Hill Elementary will leave elementary school with the ability to use high order math skills and processes in order to enhance their educational experience and demonstrate proficiency in mathematical concepts.	2010-11	2015-16
Science Goal	K - 5 students at Cedar Hill Elementary will leave elementary school knowing how to generate problem statements and devise solutions using scientific processes and inquiry method.	2010-11	2015-16

Annual Objective

Cedar Hill Elementary will increase academic achievement in Mathematics for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; and professional development.

Associated Goals

Goal: Math Goal

Implementation Design

Exemplars
A school wide exemplar plan will be implemented. Teachers will use rubrics participating in double scoring three times during the school year. Student growth will be monitored quarterly to measure improvement through the stages.

Flexible Grouping

Teachers in grades 3, 4 and 5 will use flexible grouping to maximize math achievement for all students. Common assessments will be used weekly for progress monitoring.

Guided Math

A core group of teachers will implement guided math in their classrooms. They will attend Laney Sammons Guided Math within the cluster. Strategies will be implemented in their classrooms and shared during collaboration.

SD: MATH INSTITUTE - ELEMENTARY

The Math Institute provides effective professional learning through modeling by "master" teachers, peer coaching, and debriefing discussions. Following the summer workshop, ongoing mentoring and implementing of best practices should be evident.

Math Essential Time

All classes will observe Math Essential Time daily. Calendar, intervention and extension performance tasks will be mastered.

SD: Common Learning - Embedded Math

Participants will develop competence and confidence in the use of effective instructional practices in mathematics through model teaching, peer observations, book studies and collaborative planning with colleagues and coaches.

SD: MATH-SCIENCE STAFF DEVELOPMENT

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 ...

Math Specials
All students will have an academic math special on rotating basis.

Annual Objective
Cedar Hill Elementary School will increase academic performance in Science for all students and targeted subgroups to meet or exceed baseline targets through collaborative planning, targeted interventions, inquiry-based lessons, grades 3, 4 and 5 science classrooms, literacy strategies for science and professional development.

Associated Goals
Goal: Science Goal

Implementation Design

Science Literacy Titles
Additional science titles will be provided to the book room that correlate with the science content to be used as mentor text and guided reading.

CEDAR HILL ELEMENTARY
LSPI Continued

Susan S Bearse, *Principal*   Dr. John Green, *Area Superintendent*

Science Model Lessons
Model science lessons will be video taped then shared during grade level collaboration to identify effective teaching strategies.

SD: Embedded Technology
Participants will learn strategies modeled by the LSTC to improve student achievement. The strategies will include effective use of Smart Boards and Smart Clickers with access to technology lessons on the shared drive.

SD: MATH-SCIENCE STAFF DEVELOPMENT
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 ...

Annual Objective
Cedar Hill Elementary will increase academic performance in Reading for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; the usage of guided reading/balanced literacy practices-grouping students for instruction to meet individual needs; an emphasis on word work instruction; targeted interventions; and professional development.

Associated Goals

Goal: Balanced Literacy Goal

Implementation Design

Literacy Parent Involvement
Parents will be invited to attend reading and writing information events with students presenting their work to support the learning. Also Lunch and Learn sessions will be offered to parents.

Readers' and Writers' Workshop
Teachers will develop independent readers and writers through effective readers' and writers' workshop instruction.

SD: Common Learning - Embedded Reading
Teachers will train in effective reading strategies and essential skills needed for balanced literacy framework through modeling, coaching, book studies, reflective practice and collaboration.

SD: SUMMER LITERACY INSTITUTE
An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

SD: VISION 2016, PHASE 1, COHORT 2
Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

Annual Objective

Cedar Hill Elementary School will increase academic performance in Writing for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; the usage of writers workshop practices-grouping students for instruction to meet individual needs; an emphasis on word work; targeted interventions; and professional development.

Associated Goals

Goal: Balanced Literacy Goal

Implementation Design

School wide collaborative writing

A school wide writing plan for each grade level will provide a guide for instruction in writing genres and teaching strategies that will build fluency in writing and prepare students for district and state writing assessments.

SD: Common Learning - Embedded Literacy - Writing
Teachers will train in effective writing strategies through modeling, coaching, book studies and reflective practice. A collaborative writing focus for double scoring quarterly will be developed for all grade levels.

SD: VISION 2016, PHASE 2
Monthly sessions to sustain and extend the learning of our balanced literacy framework acquired in Phase 1 (Cohorts 1 and 2) and the workshop models analyzed in the Summer Literacy Institute. All participants from Vision Phase 1 and the Summer Literacy Institute are strongly encouraged to attend Phase 2.

Writing Strategies for students and teachers

Teachers will introduce writing genres and provide engaging learning opportunities for students to practice writing skills through Writers' Academy, Writers' Cafe and a fifth grade writing special. Coaches will support students and teachers.