



2010-2011 Local School Plan For Improvement

LSPi Objectives

December 2010

LOVIN ELEMENTARY

Berry B Simmons, *Principal*

Dr. John Green, *Area 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.

2010-2011 Long Term Goals and Objectives

Goal: Lovin Elementary School will focus on increasing the number of students in all subgroups who meet and exceed targets in mathematics.

Objective: Lovin Elementary School will increase academic performance in mathematics for students in all Adequate Yearly Progress subgroups to meet or exceed the established annual target goal.

Goal: Lovin Elementary School will increase the number of students who meet or exceed the established target goal.

Objective: Lovin Elementary School will continue to increase the number of Fifth grade students who achieve a meets or exceeds target goal in Writing on the 5th grade writing test.

Objective: Lovin Elementary School students will increase meeting target goals of meets and exceeds in Reading and Language Arts.

LOVIN ELEMENTARY

LSPI Continued

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2010-2011 Long Term Goals and Objectives

Goal: Lovin Elementary School will increase the number of students who perform at the meets and exceeds targets on the Science CRCT in Grades One through Five. Efforts will be lead through our science special for the students and staff development sessions for our staff.

Objective: Lovin Elementary will show an increase in the number of students who achieve a meets or exceeds target on the Science CRCT.

LOVIN ELEMENTARY

LSPI Continued

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Schools Goals - LOVIN ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Lovin Elementary School will continue to increase student academic performance in mathematics.	Lovin Elementary School will focus on increasing the number of students in all subgroups who meet and exceed targets in mathematics.	2010-11	2013-14
Lovin Elementary School will improve student performance in Reading and Language Arts.	Lovin Elementary School will increase the number of students who meet or exceed the established target goal.	2010-11	2012-13
Lovin Elementary School will increase student performance on the Science CRCT.	Lovin Elementary School will increase the number of students who perform at the meets and exceeds targets on the Science CRCT in Grades One through Five. Efforts will be lead through our science special for the students and staff development sessions for our staff.	2010-11	2012-13

Annual Objective

Lovin Elementary School will increase academic performance in mathematics for students in all Adequate Yearly Progress subgroups to meet or exceed the established annual target goal.

Associated Goals

Goal: Lovin Elementary School will continue to increase student academic performance in mathematics.

Implementation Design

LOVIN ELEMENTARY

LSPI Continued

Berry B Simmons, *Principal*

Dr. John Green, *Area Superintendent*

Increasing academic performance in mathematics.

All staff will participate in math staff development throughout the school year focusing on instructional strategies that will have an impact on student performance. Observation of the strategies implementation will be conducted by the administrative team and the staff development leaders.

SD: Guided Math

Pam Hartley, GCPS Math Instructional Coach, will lead a professional development opportunity in the area of balanced numeracy/guided math to K-5 teachers in September. Carol Maholski and Ginny Cash will continue to support teachers throughout the year through development of guided math/small group/differentiated instructional practices through balanced numeracy (balance procedural understanding and conceptual understanding; balance whole group and small group; balance teacher directed and student-focused). Pam Hartley will return in May 2011 to bridge the year's professional learning in the area of guided math to plans for the upcoming 11-12 school year.

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.

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

Lovin Elementary School will continue to increase the number of Fifth grade students who achieve a meets or exceeds target goal in Writing on the 5th grade writing test.

LOVIN ELEMENTARY

LSPi Continued

Berry B Simmons, *Principal*

Dr. John Green, *Area Superintendent*

Associated Goals

Goal: Lovin Elementary School will improve student performance in Reading and Language Arts.

Implementation Design

Increasing student achievement in writing.

Lovin Elementary School will offer a Literacy Special to prepare fifth grade students for the writing test. Additionally a cafeteria writing session will be added for students. Staff Development sessions will target instructional strategies for teachers.

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.

SD: Word Work

A literacy team, led by Elena Diaz, will help teachers plan lessons/activities during periodic grade level planning sessions throughout the academic year effectively utilizing the resources that were purchased for participants as follows: Word Savvy, by M. Brand; Daily Word Ladders, by T. Rasinski; Greek & Latin Roots, by T. Rasinski; Words Their Way by D. Bear; and Making Words by P. Cunningham

Annual Objective

Lovin Elementary School students will increase meeting target goals of meets and exceeds in Reading and Language Arts.

Associated Goals

Goal: Lovin Elementary School will improve student performance in Reading and Language Arts.

Implementation Design

LOVIN ELEMENTARY

LSPI Continued

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Increasing student academic performance in reading and language arts.

All Students will participate in instructional activities designed to improve performance on standardized tests. Participation in our Literacy Special will help spearhead our efforts.

SD: Building Literacy

All 3rd through 5th grade teachers will be involved in a grade level professional learning opportunity led by 3rd grade teacher, Nancy Streicher. The professional learning is based on the book, *Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking*, by D. Ogle. Research-based techniques will be introduced that teachers can use to engage students and build the skills they need to become successful readers, critical thinkers and active citizens.

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.

Annual Objective

Lovin Elementary will show an increase in the number of students who achieve a meets or exceeds target on the Science CRCT.

Associated Goals

Goal: Lovin Elementary School will increase student performance on the Science CRCT.

Implementation Design

Science Staff Development

Science staff development will take place during grade level meetings and on scheduled faculty staff development days. Sessions will be lead by LES staff and appropriate GCPS Science Leaders.

LOVIN ELEMENTARY

LSPI Continued

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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 ...

SD: Science Integration in Content Areas

Karen Brannon, Science specialist, will lead K-5 teachers through a series of science professional learning opportunities as the participants work collaboratively in developing integrated lessons. The lessons will strengthen AKS in the area of science while supporting other content areas. (Nov. 16, Dec. 7, Jan. 25, Feb. 22, March 22 and April 26 will be the contact dates, with ongoing product development in the classrooms).