



2011 - 2012 Local School Plan For Improvement

LSPI Objectives

LAWRENCEVILLE ELEMENTARY

Lisa M Johnson, *Principal*

Dr. Steven W Flynt, *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.

2011-2012 Long Term Goals and Objectives

Goal: All Lawrenceville Elementary School students in grade 5 will meet or exceed expectations in WRITING as determined by local and state standards on the Georgia Grade 5 Writing Assessment and increase the number of students in the exceeds range.

Objective: All Lawrenceville Elementary School students in grade 5 will increase the mean score to be equal to or greater than 231 and 100% of students will meet expectations on the Georgia Grade 5 WRITING Assessment. Furthermore, we will increase the number of students in the exceeds range by 5%.

LAWRENCEVILLE ELEMENTARY

LSPi Continued

Lisa M Johnson, *Principal*

Dr. Steven W Flynt, *Area Superintendent*

2011-2012 Long Term Goals and Objectives

Goal: All Lawrenceville Elementary School students in grades 3, 4, and 5 will meet or exceed expectations as determined by local and state standards on the Criterion Reference Competency Test (CRCT) in READING and increase the number of students in the exceeds range.

Objective: All Lawrenceville Elementary School students in grades 3, 4, and 5 will increase the mean score to be equal to or greater than 836 and 100% of students will meet expectations on the Criterion Referenced Competency Test (CRCT) in READING/ENGLISH-LANGUAGE ARTS. Furthermore, we will increase the number of students in the exceeds range by 5%.

Goal: All Lawrenceville Elementary School students in grades 3, 4, and 5 will meet or exceed expectations in MATHEMATICS as determined by local and state standards on the Criterion Reference Competency Tests (CRCT) and increase the number of students in the exceeds range.

Objective: All Lawrenceville Elementary School students in grades 3, 4, and 5 will increase the mean score to be equal to or greater than 837 and 100% of students will meet expectations on the Criterion Referenced Competency Test (CRCT) in MATHEMATICS. Furthermore, we will increase the number of students in the exceeds range by 5%.

Goal: All Lawrenceville Elementary School students in grades 3, 4, and 5 will meet or exceed expectations in SCIENCE and SOCIAL STUDIES as determined by local and state standards on the Criterion Reference Competency Tests (CRCT) and increase the number of students in the exceeds range.

Objective: All Lawrenceville Elementary School students in grades 3, 4, and 5 will increase the mean score by 4% and 100% of students will meet expectations on the Criterion Referenced Competency Test (CRCT) in SCIENCE and SOCIAL STUDIES. Furthermore, we will increase the number of students in the exceeds range by 5%.

LAWRENCEVILLE ELEMENTARY

LSPI Continued

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Schools Goals - LAWRENCEVILLE ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Guiding Achievement through Guided Math	All Lawrenceville Elementary School students in grades 3, 4, and 5 will meet or exceed expectations in MATHEMATICS as determined by local and state standards on the Criterion Reference Competency Tests (CRCT) and increase the number of students in the exceeds range.	2010-11	2014-15
Reading Results for All	All Lawrenceville Elementary School students in grades 3, 4, and 5 will meet or exceed expectations as determined by local and state standards on the Criterion Reference Competency Test (CRCT) in READING and increase the number of students in the exceeds range.	2010-11	2014-15
Soaring in Science and Social Studies	All Lawrenceville Elementary School students in grades 3, 4, and 5 will meet or exceed expectations in SCIENCE and SOCIAL STUDIES as determined by local and state standards on the Criterion Reference Competency Tests (CRCT) and increase the number of students in the exceeds range.	2010-11	2014-15
Writing Intervention Now (W.I.N.)	All Lawrenceville Elementary School students in grade 5 will meet or exceed expectations in WRITING as determined by local and state standards on the Georgia Grade 5 Writing Assessment and increase the number of students in the exceeds range.	2010-11	2014-15

Annual Objective

All Lawrenceville Elementary School students in grades 3, 4, and 5 will increase the mean score to be equal to or greater than 836 and 100% of students will meet expectations on the Criterion Referenced Competency Test (CRCT) in READING/ENGLISH-LANGUAGE ARTS. Furthermore, we will increase the number of students in the exceeds range by 5%.

Associated Goals

LAWRENCEVILLE ELEMENTARY

LSPI Continued

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Goal: Reading Results for All

Implementation Design

Advanced Content Reading/Language Arts

Gifted and academically advanced students in grades 3-5 will participate in accelerated reading/language arts classes taught by gifted endorsed teachers.

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.

Balanced Literacy Framework

Teachers will differentiate learning through delivery of balanced literacy instruction to include elements of word study, guided reading, interactive writing, and grammar and spelling. Moreover, during Readers' Workshop, the students will be exposed to an extended time to read, think, and converse about books on a daily basis. Teachers will utilize common assessments and reading/writing rubrics to assess students' progress.

SD: Coaching in the Content Areas

The Literacy Coach will meet with grade levels during their planning time every other week to discuss effective instructional practices, share information from county staff development, reinforce elements of Reader's and Writer's workshop models, and review student work.

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: 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.

Common Formative Assessments and Student Data Notebooks

Common assessments will be implemented to provide immediate feedback to students and teachers regarding student achievement. Students in grades 3 - 5 will create data notebooks that house all their individual data (test scores, reading levels, etc.). Students will participate in student goal setting and will share their data through student-led conferences.

LAWRENCEVILLE ELEMENTARY

LSPI Continued

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Literacy Lab Model Classrooms

The Literacy Coach provides daily coaching and modeling support to one teacher on each grade level (K - 5) to create Balanced Literacy classrooms. Teachers will implement these strategies with their students in these model classrooms to create a balanced literacy framework to improved students' literacy skills.

SD: Literacy Lab

Select K - 5 teachers are supported by the Literacy Coach throughout the year to create a model Balanced Literacy classroom. Training includes a book study of "Growing Readers" by Kathy Collins and "Balanced Literacy" by Lucy Caulkins. Other staff members will observe throughout the year in the Balanced Literacy model classrooms.

Vocabulary Parade Days

Teachers will implement cross-curricular, vocabulary embedded lessons throughout each nine weeks. Students will show their increased vocabulary knowledge in a culminating parade at the end of each grading period with student created vocabulary related products.

SD: Building Vocabulary: Branching From Root Words to Implementation

Teachers will participate in staff development led by the Literacy Coach focusing on building vocabulary and word study.

Weekly Targeted Tutorial

Students will participate in weekly sessions of targeted instruction for tutorials or remediation in the core content areas as determined by the teacher.

SD: Instructional Strategies to Improve Student Achievement as Related to the LSPI

All Staff will participate in weekly staff development sessions/training sessions/meetings to explore research-based instructional strategies to increase student achievement.

Annual Objective

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Associated Goals

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Goal: Writing Intervention Now (W.I.N.)

Implementation Design

Cafeteria Writing/UGA Mock Writing Evaluation

Students in grades 4 and 5 will participate in intensive writing courses during the school day led by the Literacy Coach, Grade 4 & 5 Teachers, Support Staff, and Administrators as they learn to improve their writing skills.

SD: Central Cluster Writing Vertical Team

The Central Cluster Writing Vertical Team will enhance writing instruction and ultimately increase writing achievement through a collaborative K-12 learning community. Seamless, engaging vertical writing experiences for all students will be achieved through on-going writing staff development with Language Arts representatives from each Central Cluster elementary, middle and high school. The Central Cluster Writing Vertical Team will establish common K-12 writing practices, conduct observations of colleagues followed by debriefing sessions, engage in book/article discussions of best practices in writing and redeliver writing staff development on-the-job strategy implementation and timely instructional feedback with teachers resulting in a documented increase in student achievement at the local school level.

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.

Literacy Lab Model Classrooms

The Literacy Coach provides daily coaching and modeling support to one teacher on each grade level (K - 5) to create Balanced Literacy classrooms. Teachers will implement these strategies with their students in these model classrooms to create a balanced literacy framework to improved students' literacy skills.

SD: Literacy Lab

Select K - 5 teachers are supported by the Literacy Coach throughout the year to create a model Balanced Literacy classroom. Training includes a book study of "Growing Readers" by Kathy Collins and "Balanced Literacy" by Lucy Caulkins. Other staff members will observe throughout the year in the Balanced Literacy model classrooms.

LAWRENCEVILLE ELEMENTARY

LSPI Continued

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Writers' Workshop

Teachers implement this research-based teaching construct where students learn to choose their own topics and to manage their writing skill development as students work through a wide variety of writing projects in a sustained and self-directed learning environment.

SD: Central Cluster Writing Vertical Team

The Central Cluster Writing Vertical Team will enhance writing instruction and ultimately increase writing achievement through a collaborative K-12 learning community. Seamless, engaging vertical writing experiences for all students will be achieved through on-going writing staff development with Language Arts representatives from each Central Cluster elementary, middle and high school. The Central Cluster Writing Vertical Team will establish common K-12 writing practices, conduct observations of colleagues followed by debriefing sessions, engage in book/article discussions of best practices in writing and redeliver writing staff development on-the-job strategy implementation and timely instructional feedback with teachers resulting in a documented increase in student achievement at the local school level.

SD: Coaching in the Content Area

The Literacy Coach will meet with grade levels during their planning time every other week to discuss effective instructional practices, share information from county staff development, reinforce elements of Reader's and Writer's workshop models, and review student work.

Annual Objective

All Lawrenceville Elementary School students in grades 3, 4, and 5 will increase the mean score to be equal to or greater than 837 and 100% of students will meet expectations on the Criterion Referenced Competency Test (CRCT) in MATHEMATICS. Furthermore, we will increase the number of students in the exceeds range by 5%.

Associated Goals

Goal: Guiding Achievement through Guided Math

Implementation Design

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LSPI Continued

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Advanced Content Math

Gifted and academically advanced students in grades 3-5 will participate in accelerated mathematics classes.

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 - 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 ...

Common Formative Assessments and Student Data Notebooks

Common assessments will be implemented to provide immediate feedback to students and teachers regarding student achievement. Students in grades 3 - 5 will create data notebooks that house all their individual data (test scores, reading levels, etc.). Students will participate in student goal setting and will share their data through student-led conferences.

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Schoolwide Guided Math

Through Guided Math, students are afforded differentiated instruction along with opportunities foster cooperative learning, to work independently to build Math skills, concepts and strategies through the use of teacher directed tasks and/or Math Learning Centers. The teacher pre-selects a group to observe and conference with for the purpose of assessing student growth and development, while noting areas where additional support is needed. Students can be grouped homogeneously or heterogeneously depending on their goals, skills, concepts or strategies being developed.

SD: Guided Math

Guided Math is a school-wide expectation for the 2011 - 2012 school year. Teachers will attend monthly staff development sessions to receive an overview of the lesson to be observed during the Math Specials class. The Math Specialist will model Guided Math lessons as teachers observe. These lessons will occur during the school-wide student Specials rotation schedule.

Vocabulary Parade Days

Teachers will implement cross-curricular, vocabulary embedded lessons throughout each nine weeks. Students will show their increased vocabulary knowledge in a culminating parade at the end of each grading period with student created vocabulary related products.

SD: Building Vocabulary: Branching from Root Words to Implementation

Teachers will be participate in staff development lead by the Math Specials teacher focusing on vocabulary and word study.

SD: Central Gwinnett Cluster Math Vertical Team

The Central Cluster Math Vertical Team will enhance mathematics instruction and ultimately increase achievement through a collaborative K-12 vertical cohort of teachers and administrators with the common goal to improve numeracy teaching and learning. Collaboration will include data results, instruction, differentiating teaching strategies, materials/resources (rubrics, essential vocabulary, etc.), peer observations and common assessments that incorporate depth of knowledge and problem solving.

Weekly Targeted Tutorial

Students will participate in weekly sessions of targeted instruction for tutorials or remediation in the core content areas as determined by the teacher.

SD: Instructional Strategies to Improve Student Achievement as Related to the LSPI

All Staff will participate in weekly staff development sessions/training sessions/meetings to explore research-based instructional strategies to increase student achievement.

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Associated Goals

Goal: Soaring in Science and Social Studies

Implementation Design

BLISS: Building Literacy Integrating Science & Social Studies

Teachers will implement cross-curricular lessons through science and social studies during the literacy block.

SD: BUILDING LITERACY IN SOCIAL STUDIES

This course is designed to incorporate literacy skills into social studies content. Lessons and resources that support the Q-Plus strategies and AKS will be given.

SD: USING QPLUS STRATEGIES AND ASSESSMENT IN THE ELEMENTARY SOCIAL STUDIES CLASSROOM

This interactive session will provide teachers with lessons and activities that incorporate the QPTS to the AKS and Instructional Calendar.

Common Formative Assessments and Student Data Notebooks

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Science Days: Hands-On Interactive Weekly Rotation

Students will participate in hands-on interactive science lab lessons and varied grade level content related activities each week.

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 ...