



# 2010-2011 Local School Plan For Improvement

## LSPi Objectives

December 2010

## DACULA ELEMENTARY

Mary Enright, *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:** All K-5 students at Dacula Elementary will be part of a literacy rich environment and a rigorous balanced literacy program. All students will be engaged in word study (phonics in K-2, Greek and Latin roots in 3-5), guided reading, shared reading, read alouds, and direct skills instruction in reading. Additionally, students will take part in daily Writers Workshop as well as being provided with opportunities to express their knowledge verbally. These components will develop all our students into 21st century communicators.

**Objective:** Dacula Elementary will increase academic performance in reading/language arts for all students, particularly the Black/African American, Economically Disadvantaged, ELL/LEP, Hispanic, Multiracial, and SWD subgroups, to exceed annual targets utilizing leveled texts in guided reading and focused language arts instruction from the reader's workshop model.

# DACULA ELEMENTARY

## LSPI Continued

Mary Enright, *Principal*

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### 2010-2011 Long Term Goals and Objectives

**Goal:** All K-5 students at Dacula Elementary will become life-long critical problem solvers. Students will use word problems, math journaling, and manipulatives in math to develop multiple methods to solve a mathematical problem. Additionally, students at Dacula Elementary will use the Scientific Method in Science to further develop critical problem solving skills.

**Objective:** Dacula Elementary will increase academic performance in mathematics for all students, particularly the SWD, ELL/LEP, and Black/African American subgroups, to exceed annual targets through the use of a daily schoolwide AKS/CQI time, focused math journaling, explicit instruction of math vocabulary, and consistent practice of MRT/Exemplar type questions.

**Objective:** Dacula Elementary will increase academic performance in science for all students, particularly in the Economically Disadvantaged, ELL/LEP, Hispanic, SWD, and Multiracial subgroups, to exceed annual targets by integrating science content into small group reading instruction, providing a daily dedicated time for science exploration and inquiry, and pervasively using the GCPS science website (SOCC) for the development of lesson plans by all teachers.

**Goal:** Working together as a cluster, the goal is for every student (Kindergarten through grade 12) to improve writing skills and achievement. The percentage of students scoring in the exceeds level will increase as measured by local and state assessments.

**Objective:** Dacula Elementary will increase academic performance in writing for all students, particularly the ELL/LEP, SWD, and Economically Disadvantaged subgroups, through the consistent use of daily Writer's Workshop, to exceed annual targets as measured by local and state assessments.

# DACULA ELEMENTARY

## LSPI Continued

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### Schools Goals - DACULA ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Exceeding in K-5 Critical Problem Solving	All K-5 students at Dacula Elementary will become life-long critical problem solvers. Students will use word problems, math journaling, and manipulatives in math to develop multiple methods to solve a mathematical problem. Additionally, students at Dacula Elementary will use the Scientific Method in Science to further develop critical problem solving skills.	2010-11	2013-14
Exceeding in K-5 Literacy	All K-5 students at Dacula Elementary will be part of a literacy rich environment and a rigorous balanced literacy program. All students will be engaged in word study (phonics in K-2, Greek and Latin roots in 3-5), guided reading, shared reading, read alouds, and direct skills instruction in reading. Additionally, students will take part in daily Writers Workshop as well as being provided with opportunities to express their knowledge verbally. These components will develop all our students into 21st century communicators.	2010-11	2013-14
Writing To Exceed	Working together as a cluster, the goal is for every student (Kindergarten through grade 12) to improve writing skills and achievement. The percentage of students scoring in the exceeds level will increase as measured by local and state assessments.	2010-11	2013-14

### Annual Objective

Dacula Elementary will increase academic performance in reading/language arts for all students, particularly the Black/African American, Economically Disadvantaged, ELL/LEP, Hispanic, Multiracial, and SWD subgroups, to exceed annual targets utilizing leveled texts in guided reading and focused language arts instruction from the reader's workshop model.

### Associated Goals

**Goal:** Exceeding in K-5 Literacy

### Implementation Design

# DACULA ELEMENTARY

## LSPI Continued

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### **AKS/CQI Differentiated Instruction for All**

Students will participate in a 9:00 - 9:30 dedicated AKS/CQI time to enrich, extend, or remediate reading and/or writing skills.

### **Collaborative planning and sharing of best practices**

Teachers will share best practices about Reader's Workshop learned in Vision 2016 and the Literacy Institute with their peers and then all teachers will implement these practices in their classrooms. Administration will monitor these best practices during walk throughs.

#### **SD: Creating Collaborative Communities**

Each grade level will meet weekly to share best practices in Reader's Workshop. These practices will then be taken to their classrooms and shared with students.

#### **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.

### **EIP and Literacy Coach as Support Teachers**

The Literacy Coach and EIP teachers will give students more time and opportunity to learn reading skills. The Literacy Coach will model research based strategies implemented in a balanced literacy classroom for all teachers.

### **Enriching Student Reading**

Teachers in grades 3-5 will learn how to enrich and extend during reading instruction and focus on DOK questions using materials from William and Mary.

#### **SD: Using DOK Questioning During Reading Instruction**

Grade 3-5 teachers will learn how to use DOK questions to deepen reading comprehension. Our FOCUS teachers will lead this professional learning.

### **Enriching Students in Reading**

Students who qualify in grades 3, 4, and 5 will have the opportunity for enrichment in reading through Accelerated Content Reading classes and Gifted Reading classes. Through DOK questioning, students will enhance their reading comprehension skills.

# DACULA ELEMENTARY

## LSPI Continued

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### **Greek and Latin Roots Book Study for Grades 3-5**

All teachers who support students in grades

3-5 (classroom teachers, FOCUS, Resource, Self-Contained, ESOL, EIP, and SLPs) will do a Greek and Latin Roots Book Study and use this information as part of their daily Language Arts instruction. This instruction will be monitored by administration during walk throughs.

#### **SD: Learning Greek and Latin Roots**

Teachers in grades 3-5 will participate in a book study to learn how to effectively teach students word work using Greek and Latin roots. Teachers will meet six times throughout the year to discuss the book and how they are implementing their word work.

### **Phonics Word Work in K-2 Classrooms**

Teachers in K-2 will teach Phonics skills daily during word work. Students will be taught the relationship between words in word families. Poetry and Vocabulary Kits will be used to support this.

#### **SD: Word Work in K-2**

Classroom and support teachers for K-2 students will work with our literacy coach a minimum of 6 times this year to learn how to develop daily word work strategies to support phonemic awareness in our youngest students.

### **School wide reading program**

All teachers will have a dedicated independent reading time for all students. Additionally, all students will go regularly to the Media Center and be exposed to a variety of genres. Media Center and bookroom usage will increase. Students in grades 2-5 will participate in the AR program.

### **Student Goal Setting**

Students in grades 2-5 will review their data regularly with their teacher and set personal goals in reading and writing achievement.

# DACULA ELEMENTARY

## LSPI Continued

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### Students will receive daily guided reading instruction.

Teachers will use leveled books from our central bookroom to differentiate instruction in reading to support both our fragile and accelerated students.

#### 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.

#### 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.

### Vertical Literacy Team

Teacher representatives from K-5 will meet monthly to collaborate and share best practices in literacy. They will plan a school-wide Literacy Night and will develop a framework for literacy at Dacula Elementary.

### Annual Objective

Dacula Elementary will increase academic performance in writing for all students, particularly the ELL/LEP, SWD, and Economically Disadvantaged subgroups, through the consistent use of daily Writer's Workshop, to exceed annual targets as measured by local and state assessments.

### Associated Goals

**Goal:** Writing To Exceed

### Implementation Design

#### Admire and Acquire

K-5 teachers will observe the Literacy Coach and/or their peers using the Writer's Workshop model and will implement these best practices in their own classrooms.

# DACULA ELEMENTARY

## LSPi Continued

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### Extending and Enriching Student Writing

Teachers in grade 5 will participate in a cluster-wide staff development with Kevin Rasinski in which they will learn how to help students exceed in writing. Teachers will then practice these skills in their own classrooms with their students during Writer's Workshop.

### Scoring for Success

Dacula fifth grade students will take practice writing assessments which will be scored by at least two 5th grade teachers. Teachers will analyze the results and group students for additional remediation and enrichment in writing.

### Winning With Writer's Workshop

All K-5 teachers will use the Writer's Workshop model to introduce and practice all writing genres. Students will also write across all content areas.

### 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

Dacula Elementary will increase academic performance in mathematics for all students, particularly the SWD, ELL/LEP, and Black/African American subgroups, to exceed annual targets through the use of a daily schoolwide AKS/CQI time, focused math journaling, explicit instruction of math vocabulary, and consistent practice of MRT/Exemplar type questions.

### Associated Goals

**Goal:** Exceeding in K-5 Critical Problem Solving

### Implementation Design

# DACULA ELEMENTARY

## LSPI Continued

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### **Accelerating Students in Math**

Dacula Elementary will offer a variety of math enrichment options for students who qualify in grades 3, 4, and 5. Accelerated Content Math and Gifted Math will be offered to all students in the gifted program to enrich and extend mathematical thinking.

### **Best Practices in Elementary Mathematics**

All K-5 teachers will share best practices in mathematics. These will include: guided math, use of MRT/exemplar-type mathematical questions, manipulatives, math vocabulary, and calendar math. These practices will be used consistently in all classrooms.

#### **SD: Creating Collaborative Communities**

All K-5 teachers will meet weekly with their grade levels to discuss best practices in mathematics. Participants from the Math Institute as well as the district Math/Science Staff Development will share just-in-time math strategies. Teachers will then apply these strategies in their own classrooms.

#### **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 ...



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## LSPI Continued

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### **Differentiated Instruction In Math**

A 9:00-9:30 dedicated AKS/CQI time will be utilized to enrich and remediate students in mathematics. Teachers will use diagnostic assessments and student data to determine areas of need.

#### **SD: STAFF DEVELOPMENT/MENTORING FOR MATH SPECIALISTS & COACHES - ELEMENTARY**

Specialists/coaches will maximize their professional impact within their classrooms and at their local schools by increasing their level of math expertise. They will observe high-level lessons modeled using the Q+ strategies and a variety of resources to improve instruction.

### **Guided Math in the Elementary Classroom**

Teachers will be offered an opportunity to learn more about guided math through a book study of the book, Guided Math. Teachers will then implement this best practice in their classroom.

#### **SD: Guided Math in the Elementary Classroom**

Teachers in K-5 will meet monthly for a book study of the book, Guided Math. Strategies from this book will then be implemented in their classrooms.

### **Math Carnival Night**

Parents and students will be invited to participate in a hands-on Math Carnival night. Students will learn math games which directly support math AKS. Parents will be provided with a copy of the math games to take home.

### **Math Journaling for All**

Students in grades K-5 will participate daily in Math Journaling, exploring a variety of ways to solve mathematical problems.

### **Math Vertical Team**

Teachers in grades K-5 will collaborate monthly to share best practices and to develop a framework for mathematics for Dacula Elementary.

#### **SD: ONLINE BOOK STUDY – CLASSROOM DISCUSSIONS: Using Math Talk to Help Students Learn, Grades K-6 by Chapin, O'Connor, & Anderson, 2nd ed. - ELEMENTARY**

This course is designed to provide ongoing collaborative discussions to improve teaching and learning in Mathematics. It promotes the effective use of questioning and teaches effective tools for increasing student thinking.

# DACULA ELEMENTARY

## LSPI Continued

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### Supporting Mathematics Through Technology

Teachers will use interactive lessons, games, and websites to support math instruction. Dacula currently has 59 mimios for classroom use and 5 computer labs. Through the use of technology, mathematics becomes interactive for student learning.

#### SD: ONLINE TUTORIALS TO IMPROVE VERTICAL ALIGNMENT - ELEMENTARY

This course is designed to provide teachers an opportunity to understand the vertical alignment in mathematics from 3th to 6th grades. Teachers could earn 1 PLU for going through the online tutorials that are provided free of charge to teachers through Online Campus. This self-paced course should conclude with vertical conversations at the local school to improve teaching and learning of Mathematics. Teachers will be required to go through the tutorials one grade level below the grade they are teaching and one grade level above the grade they are teaching.

### Annual Objective

Dacula Elementary will increase academic performance in science for all students, particularly in the Economically Disadvantaged, ELL/LEP, Hispanic, SWD, and Multiracial subgroups, to exceed annual targets by integrating science content into small group reading instruction, providing a daily dedicated time for science exploration and inquiry, and pervasively using the GCPS science website (SOCC) for the development of lesson plans by all teachers.

### Associated Goals

**Goal:** Exceeding in K-5 Critical Problem Solving

### Implementation Design

#### Accelerated Content Science

Dacula Elementary will pilot an Accelerated Science Class in fifth grade. This class will go deeper into the AKS and Science strands to better prepare students for middle school Science.

# DACULA ELEMENTARY

## LSPI Continued

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### **Soaring in Science Using the SOCC**

Teachers will use the lesson plans and instructional calendars on the SOCC to promote a higher depth of knowledge in Science.

#### **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 ...

### **Supporting Science Through Technology**

Science instruction will be supported through the use of interactive lessons on BrainPop and United Streaming. Teachers will use mimios to increase student engagement. Students will also utilize these programs during Computer specials in our labs.

### **Vertical Science Team**

Teacher representatives from K-5 will collaborate about best practices in Science and will purchase books to use school-wide during guided reading. This will integrate Science content into the Language Arts curriculum. This team will investigate participating in a local school Science Fair.