2010-2011 Local School Plan For Improvement

LSPI Objectives

December 2010

KNIGHT ELEMENTARY

Mona B Roberts, *Principal*

Calvin Watts, *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: As a result of focused staff development in the area of mathematics/science, quality instructional strategies, teacher collaboration, extensions and interventions, technology integration and parental involvement, Knight ES will improve achievement for all students in the area of mathematics and science by increasing performance in Level 3/Exceeds of the Georgia CRCT and decreasing Level 1 scores, resulting in increased subgroup performances and meeting and/or exceeding annual targets.

Objective: Knight Elementary will increase academic performance in mathematics for all students in all subgroups to meet and exceed annual targets through staff development, collaboration, targeted interventions and extensions, use of exemplars and problem solving strategies, small group guided math instruction, technology integration, peer observations, and vocabulary development.

Objective: Knight Elementary School will increase academic performance in science for students in all subgroups to meet or exceed annual targets through hands-on investigations, science special, content integrated instruction, content vocabulary development, technology integration, and collaborative planning.

Objective: Student achievement at Knight Elementary will increase in content areas by the planning, designing, implementing, and application of effective learning experiences supported by school technology, maximizing assessments and student learning.

KNIGHT ELEMENTARY
LSPI Continued

Mona B Roberts, ***Principal*** Calvin Watts, ***Area Superintendent***

2010-2011 Long Term Goals and Objectives

Goal: Knight Elementary School will increase academic performance in Reading/English Language Arts for students in all subgroups to meet or exceed annual targets through reading workshop, including guided reading, technology integration, integration of content, collaborative planning, vocabulary development and comprehension strategy instruction and assessment.

Objective: Knight Elementary students will increase academic performance in literacy for all students in all subgroups to meet and exceed annual targets through reading workshop, writing workshop, technology integration, integration of content, collaborative planning, vocabulary development and comprehension strategy instruction and assessment.

KNIGHT ELEMENTARY
LSPI Continued

Mona B Roberts, *Principal* | Calvin Watts, *Area Superintendent*

Schools Goals - KNIGHT ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Knight Elementary will increase academic performance in literacy skills which includes reading and written language.	Knight Elementary School will increase academic performance in Reading/English Language Arts for students in all subgroups to meet or exceed annual targets through reading workshop, including guided reading, technology integration, integration of content, collaborative planning, vocabulary development and comprehension strategy instruction and assessment.	2010-11	2011-12
Knight Elementary will increase student achievement in the area of math/science.	As a result of focused staff development in the area of mathematics/science, quality instructional strategies, teacher collaboration, extensions and interventions, technology integration and parental involvement, Knight ES will improve achievement for all students in the area of mathematics and science by increasing performance in Level 3/Exceeds of the Georgia CRCT and decreasing Level 1 scores, resulting in increased subgroup performances and meeting and/or exceeding annual targets.	2010-11	2011-12

Annual Objective

As a result of focused professional development in the area of literacy, students will demonstrate increased performance in the area of writing as demonstrated by growth in the Mean score (school results) as well as an increase in the number of students scoring in the Exceeds/Level 3 (11%) and the Meets/Exceeds (95%) An emphasis on quality instructional strategies. including differentiated instruction, teacher collaboration, interventions and extensions, and technology, as well as parental involvement will contribute to enriching student learning in the area of writing for all students.

No goals associated with this objective

Implementation Design

Staff Development in Literacy K-5
Staff members in K-5 will participate in structured staff development in the area of literacy to include reading fluency, comprehension, and writing.

SD: Literacy Staff Development
Staff members in K-5 will participate in structured staff development in the area of literacy to include reading fluency, comprehension, and writing.

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: USING DOK AND QPLUS STRATEGIES 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.

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.

Annual Objective

Knight Elementary students will increase academic performance in literacy for all students in all subgroups to meet and exceed annual targets through reading workshop, writing workshop, technology integration, integration of content, collaborative planning, vocabulary development and comprehension strategy instruction and assessment.

Associated Goals

Goal: Knight Elementary will increase academic performance in literacy skills which includes reading and written language.

Implementation Design

Literacy Staff Development

Staff members in K-5 will participate in structured staff development in the area of literacy to include reading fluency, comprehension, and writing.

SD: Literacy

Staff members in K-5 will participate in structured staff development in the area of literacy to include reading fluency, comprehension, and writing.

SD: SOCIAL STUDIES AND THE LITERATURE CONNECTION

This course is designed to assist teachers in grades K-5 to integrate social studies content with reading strategies. Participants will be provided with materials to assist their students to be successful in reading comprehension in social studies.

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.

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

Knight Elementary will increase academic performance in mathematics for all students in all subgroups to meet and exceed annual targets through staff development, collaboration, targeted interventions and extensions, use of exemplars and problem solving strategies, small group guided math instruction, technology integration, peer observations, and vocabulary development.

Associated Goals

Goal: Knight Elementary will increase student achievement in the area of math/science.

Implementation Design

Math/Science Staff Development

Knight Elementary staff members will participate in structured staff development on best practices, guided math, and assessments.

SD: Math Staff Development

Knight Elementary staff members will participate in structured staff development on best practices, guided math, and assessments.

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 ...

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.

KNIGHT ELEMENTARY
LSPI Continued

Mona B Roberts, *Principal* | Calvin Watts, *Area Superintendent*

SD: PARKVIEW CLUSTER K-12 MATH, SCIENCE, TECHNOLOGY VERTICAL TEAM

The Parkview cluster team will identify and recommend valid pedagogical instructional strategies (quality plus strategies) based upon our research from previous vertical team work. These identified strategies will be included in each local school staff development plan. In addition, at each vertical team meeting, quality plus strategies for math and science will be shared by the team in an effort to produce quality plus math and science teachers. The math and science instructional strategies will be "best practice" strategies that support quality plus teaching strategies at each grade level. In addition, staff will explore best uses of technology for effective content-based (math and science) teaching and learning. September 2010 Review of current data from each school; review of recommendations; plan for implementation; review best practices October 2010 Review content area vocabulary in geometry and measurement; choose sources for definitions; devise essential vocabulary; review best practices adding a technology emphasis January 2011 Formulate staff development plans for each school to share best practices in geometry/measurement/vocabulary as well as best practices in integrated math-science instruction, using technology to support teaching and learning; highlight strategies for subgroups including ESL, gifted, and SWD. February 2011 Implement local school plans March 2011 Reconvene team to provide feedback from schools

Annual Objective

Knight Elementary School will increase academic performance in science for students in all subgroups to meet or exceed annual targets through hands-on investigations, science special, content integrated instruction, content vocabulary development, technology integration, and collaborative planning.

Associated Goals

Goal: Knight Elementary will increase student achievement in the area of math/science.

Implementation Design

Math/Science Staff Development

Knight Elementary staff members will participate in structured staff development in the area of math/science strateiges, collaboration, best practices, and technology.

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 SPECIALIST IMPACT TRAINING

Specialists will maximize their professional impact within their classrooms and at their local schools by increasing their level of science literacy as it relates to instructional coaching. They will explore the importance of relationship and team building as they prepare to work with instructional teams throughout their buildings; strategically evaluate instructional resources to ensure their tight alignment to the content standards; explore the best strategies for utilizing data to make instructional decisions, and discover opportunities for expanding the use of a variety of resources to improve instruction.

Annual Objective

Student achievement at Knight Elementary will increase in content areas by the planning, designing, implementing, and application of effective learning experiences supported by school technology, maximizing assessments and student learning.

Associated Goals

Goal: Knight Elementary will increase student achievement in the area of math/science.

Implementation Design

Technology infusion staff development

Staff members will receive staff development in the area of infusing technology into content curriculum

SD: PARKVIEW CLUSTER K-12 MATH, SCIENCE, TECHNOLOGY VERTICAL TEAM

The Parkview cluster team will identify and recommend valid pedagogical instructional strategies (quality plus strategies) based upon our research from previous vertical team work. These identified strategies will be included in each local school staff development plan. In addition, at each vertical team meeting, quality plus strategies for math and science will be shared by the team in an effort to produce quality plus math and science teachers. The math and science instructional strategies will be "best practice" strategies that support quality plus teaching strategies at each grade level. In addition, staff will explore best uses of technology for effective content-based (math and science) teaching and learning. September 2010 Review of current data from each school; review of recommendations; plan for implementation; review best practices October 2010 Review content area vocabulary in geometry and measurement; choose sources for definitions; devise essential vocabulary; review best practices adding a technology emphasis January 2011 Formulate staff development plans for each school to share best practices in geometry/measurement/vocabulary as well as best practices in integrated math-science instruction, using technology to support teaching and learning; highlight strategies for subgroups including ESL, gifted, and SWD. February 2011 Implement local school plans March 2011 Reconvene team to provide feedback from schools

SD: Technology Staff Development

Staff members will receive a menu of staff development sessions that demonstrate the effective infusion of technology into instruction as well as the knowledge of the use of varying technology tools.