



2012 - 2013 Local School Plan For Improvement

LSPI Objectives

DYER ELEMENTARY

Michael DiFilippo, *Principal*

Nancy Martin, *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.

2012-2013 Long Term Goals and Objectives

Goal: Through the use of Quality Plus Teaching Strategies and rigorous instruction, the percentage of Dyer students performing at the exceeding level will increase in all academic areas.

Objective: Dyer Elementary will increase academic performance in writing for all students to exceed annual targets through staff training, support from literacy administrator and modeling best practice strategies.

Objective: Dyer Elementary teachers will learn, refine, and enhance their instructional practices to increase student achievement for all students by exceeding annual targets through the application of communication and collaboration skills and increase of workshop model instructional strategies.

DYER ELEMENTARY

LSPI Continued

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Schools Goals - DYER ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Continuous Improvement through Rigorous Instruction	Through the use of Quality Plus Teaching Strategies and rigorous instruction, the percentage of Dyer students performing at the exceeding level will increase in all academic areas.	2010-11	2012-13
Standard for Rigor	The Mt. View Cluster will establish a K-12 standard for rigor resulting in increased participation in and successful completion of accelerated courses and in the number of students scoring a 3, 4, or 5 on Advanced Placement Tests in high school.	2010-11	2015-16

Annual Objective

Dyer Elementary will increase academic performance in writing for all students to exceed annual targets through staff training, support from literacy administrator and modeling best practice strategies.

Associated Goals

Goal: Continuous Improvement through Rigorous Instruction

Implementation Design

All K-5 classrooms will implement the writer's workshop model.

Writer's workshop will include mini-lessons, guided practice, independent practice, and conferencing. Students will participate in experiences and instruction that incorporates student groupings based on formative and summative assessments. These assessments will include but are not limited to the WriteToLearn program, UGA assessment center, and CogAT predictors.

DYER ELEMENTARY

LSPI Continued

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SD: Writer's Workshop

Kindergarten, Second, Third, Fourth, and Fifth grade teachers will all be trained and expected to implement Writer's Workshop in all classrooms.

Annual Objective

Dyer Elementary teachers will learn, refine, and enhance their instructional practices to increase student achievement for all students by exceeding annual targets through the application of communication and collaboration skills and increase of workshop model instructional strategies.

Associated Goals

Goal: Continuous Improvement through Rigorous Instruction

Implementation Design

Communication, Collaboration, and the Workshop Model

Staff members will be provided with opportunity to work with one another on product development (ie common assessments, interactive note-taking lessons, critical thinking activities). The workshop model will focus on mini-lessons, guided practice, independent practice, and conferencing.

SD: Building Literacy in all Classrooms

PreK and Severe and Profound Special education teachers and paras will work collaboratively to develop and share literacy ideas which will work for the needs of their students.

SD: Building Literacy in all Classrooms

Specials teachers will read and discuss articles relating to building literacy across all settings (ie PE, Art, Music, and Math).

DYER ELEMENTARY

LSPI Continued

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SD: BUILDING LITERACY THROUGH INTERACTIVE NOTE-TAKING AND SUMMARIZING

Cluster representatives will continue a vertical team initiative on building literacy skills across all content areas through interactive note-taking and summarizing. Participants will develop model lessons using the strategies, train other teachers within the school, and model/instruct students. In addition, participants will observe teachers effectively using the strategies at the elementary, middle, and high school levels.

SD: Critical Thinking

Staff members will participate in staff development focusing on bringing higher level thinking strategies and skills into all classrooms.

SD: ESOL

All cluster ESOL teachers will participate in staff development focusing on best practices for their ESOL students.

SD: Gifted Cohort

The gifted cluster teachers will meet once a month to collaborate and determine best practices for serving gifted students with the cluster model.

SD: Interactive Note-taking

Staff members will participate in an interactive note-taking staff development which teaches them how to effectively implement this strategy across all content areas.

SD: Workshop Model

All teachers will be trained in the workshop model (ie reading, writer's workshop) and expected to implement the strategies and skills in their classrooms.