



# 2011 - 2012 Local School Plan For Improvement

## LSPI Objectives

### CEDAR HILL ELEMENTARY

Susan S Bearse, *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:** K - 5 students at Cedar Hill Elementary will leave elementary school knowing how to generate problem statements and devise solutions using scientific processes and inquiry method.

**Objective:** Cedar Hill Elementary School will increase academic performance in Science for all students and targeted subgroups to meet or exceed baseline targets through collaborative planning, targeted interventions, inquiry-based lessons, grades 1 - 5 science classrooms, literacy strategies for science content and professional development.

# CEDAR HILL ELEMENTARY

## LSPi Continued

Susan S Bearnse, *Principal*

Dr. Steven W Flynt, *Area Superintendent*

### 2011-2012 Long Term Goals and Objectives

**Goal:** K - 5 students at Cedar Hill Elementary will leave elementary school with the ability to use high order math skills and processes in order to enhance their educational experience and demonstrate proficiency in mathematical concepts.

**Objective:** Cedar Hill Elementary will increase academic achievement in Mathematics for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; and professional development.

**Goal:** K - 5 students at Cedar Hill Elementary will leave elementary school with the foundational literacy skills that will prepare them to read and write proficiently.

**Objective:** Cedar Hill Elementary will increase academic performance in Reading, Writing and English/Language Arts for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; the usage of guided reading/balanced literacy practices-grouping students for instruction to meet individual needs; an emphasis on word work instruction; targeted interventions; and professional development.

# CEDAR HILL ELEMENTARY

## LSPI Continued

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### Schools Goals - CEDAR HILL ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Balanced Literacy Goal	K - 5 students at Cedar Hill Elementary will leave elementary school with the foundational literacy skills that will prepare them to read and write proficiently.	2010-11	2015-16
Math Goal	K - 5 students at Cedar Hill Elementary will leave elementary school with the ability to use high order math skills and processes in order to enhance their educational experience and demonstrate proficiency in mathematical concepts.	2010-11	2015-16
Science Goal	K - 5 students at Cedar Hill Elementary will leave elementary school knowing how to generate problem statements and devise solutions using scientific processes and inquiry method.	2010-11	2015-16

### Annual Objective

Cedar Hill Elementary will increase academic achievement in Mathematics for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; and professional development.

### Associated Goals

Goal: Math Goal

### Implementation Design

#### Flexible Math Grouping

The Math coaches will facilitate Flexible Math Grouping with the teachers to provide individual instruction, differentiation and help all students, including ELL and SPED, reach their fullest potential. Common assessments and common skill practices will be used to monitor the learning.

# CEDAR HILL ELEMENTARY

## LSPI Continued

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### Math Essential (ME) Time

Additional thirty minutes of instructional time will be added to the daily schedule for grades K - 5 with a ME Time Plan that includes school wide math calendar, math vocabulary, reteaching and acceleration.

### Mathematical Framework

All teachers, including ELL and SPED staff, will implement daily math instruction using the Cedar Hill Mathematical Framework that includes research based strategies, problem solving skills, manipulatives, ongoing assessments and interactive technology.

### Problem Solving Plan

Teachers in grades K - 5 will implement a school wide Problem Solving Plan of pre-selected exemplars for students to solve in their individual Math Journals using rubrics to work through the stages.

#### 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.

#### SD: Mathematics - Building on Success

A local Math Vertical Team will support teachers in increasing student achievement through discussions of the standards and how they are taught at each grade level. Grade levels will collaborate using the CHES instructional framework to monitor math teaching strategies. Math coaches will model the quality plus teaching strategies, teachers will practice and follow up with reflection.

#### 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.

### Annual Objective

# CEDAR HILL ELEMENTARY

## LSPI Continued

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Cedar Hill Elementary will increase academic performance in Reading, Writing and English/Language Arts for all students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of co teaching classes for students with disabilities and English language learner students; the usage of guided reading/balanced literacy practices-grouping students for instruction to meet individual needs; an emphasis on word work instruction; targeted interventions; and professional development.

### Associated Goals

**Goal:** Balanced Literacy Goal

### Implementation Design

#### Accelerated Reader Enterprise

The AR Enterprise challenges students to set goals for reading and provides over 131,000 titles for monitoring comprehension. It is a reading incentive program that encourages reading for pleasure and adventure charting progress to align with the reading levels.

#### Balanced Literacy

Learning will be differentiated in every classroom through the Balance Literacy Framework that includes readers and writers workshop, word work and integrated technology that is supported by the coaches. Reading Benchmark Assessments and writing rubrics will be used to monitor progress.

#### Literacy Specials

Teachers will reinforce writing and reading skills through additional instructional time to reteach and accelerate providing guided and independent practice that is aligned with the grade level AKS.

#### Vertical Reading and Writing Teams

Cedar Hill will have vertical reading and writing teams that will focus on word work to improve comprehension and fluency, double scoring writing by grade levels and the vertical aspects of the skills from one grade level to the next.

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## LSPi Continued

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### Writer's Cafe

All of grade 5 students and teachers participate in six weeks of co teaching targeted writing skills classes with the literacy coaches, special education teachers, ELL staff and administrators to improve writing.

#### 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.

#### 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.

#### SD: Literacy - Building on Success

Grade level collaboration will take place monthly to examine instructional calendars, analyze common assessment results and plan then implement differentiation. Embedded staff development will support the teaching and learning of reading and writing. Double scoring of student writing will be facilitated quarterly to ensure consistency of writing expectations.

### Annual Objective

Cedar Hill Elementary School will increase academic performance in Science for all students and targeted subgroups to meet or exceed baseline targets through collaborative planning, targeted interventions, inquiry-based lessons, grades 1 - 5 science classrooms, literacy strategies for science content and professional development.

# CEDAR HILL ELEMENTARY

## LSPI Continued

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### Associated Goals

Goal: Science Goal

### Implementation Design

#### Science - Building on Success

Science grade level labs are utilized to enhance the development of process skills, problem solving and higher level thinking. Hands on investigations will be the focus for the lessons. Science content will be integrated into the literacy through nonfiction books. Parent involvement will increase through science extended learning opportunities through a Science Instructional Night.

#### 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 ...