



2010-2011 Local School Plan For Improvement

LSPi Objectives

December 2010

PEACHTREE ELEMENTARY

Beverly D Smith, *Principal*

Dr. Gale Hey, *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 students at Peachtree will develop the necessary academic and social skills to become inquisitive and successful life-long learners.

Objective: Peachtree Elementary will increase academic performance in all core content areas (Language Arts, Math, Science, and Social Studies) and in all subgroups and grade levels to meet and/or exceed annual targets through the implementation of Quality Plus Teaching Strategies, professional learning initiatives, and parent involvement. Particular attention will be paid to the students with disabilities subgroup.

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Schools Goals - PEACHTREE ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Developing Life-long Learners	All students at Peachtree will develop the necessary academic and social skills to become inquisitive and successful life-long learners.	2010-11	2014-15

Annual Objective

Peachtree Elementary will increase academic performance in all core content areas (Language Arts, Math, Science, and Social Studies) and in all subgroups and grade levels to meet and/or exceed annual targets through the implementation of Quality Plus Teaching Strategies, professional learning initiatives, and parent involvement. Particular attention will be paid to the students with disabilities subgroup.

Associated Goals

Goal: Developing Life-long Learners

Implementation Design

Assess students on a regular basis to inform instruction

Teachers will use frequent formal and informal assessments to determine individual student needs and differentiate instruction.

Continuously improve instructional units to align/integrate instruction of AKS in all core content areas.

Grade level teams, including support staff, will meet on a regular basis to create, review and revise integrated instructional units and reflect on the effectiveness of the units in reaching our mission and goals.

SD: Collaborative Unit Design and Planning

Staff members from each grade level will come together to analyze data; design, revise, and plan units that align and integrate instruction; and create/revise common assessments to inform instruction.

Continuously work to build and strengthen student/teacher/parent relationships to support our mission and goals

Design Parent Involvement Plan that encourages parent participation and effective home-school communication through regularly scheduled activities and outreach initiatives.

SD: Positive Behavior and Intervention Support in the Classroom

Cindy Antrim from the Student Discipline Office will lead a multi-session course on improving Classroom Management to increase student engagement and achievement.

SD: Positive Behavioral Interventions and Support

Positive Behavior Support (PBS) team will meet regularly to analyze behavioral data, design Peachtree's PBS program and interventions, and collaboratively plan for and facilitate school-wide implementation of the PBS program. The purpose of these meetings is to strengthen school-wide consistency with behavioral expectations of our students, build/strengthen relationships, close achievement gaps and raise achievement levels of all students.

Implement inclusion model of instruction for ELL, EIP and Special Education students (if designated through IEP)

Classroom and support/inclusion teachers will collaboratively plan and co-teach lessons based on assessed needs of students. Teachers will focus on using assessment data to differentiate instruction. We will continue to increase resources to support this initiative (software, computer equipment, book sets, journals, assessment tools/kits, etc). We will offer a partial year Saturday Extended Learning Program as funds allow.

SD: Closing the Achievement Gap for Students with Disabilities

Special Education teachers will meet regularly to learn about and work on the following topics: IEP Online documentation/creating measurable objectives; administering and scoring standardized assessments (KTEA, etc); preparing for eligibility meetings; using testing information (local, state, national, summative, formative, etc.) to guide and differentiate instruction; teaching and planning collaboratively in an inclusion setting; and providing support and scaffolding to students with disabilities as they work on grade level content. Teachers will also learn how to best use technology resources to increase student achievement and motivation for our students.

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Increase staffing and organize existing staff to support instruction

After actual enrollment is determined, hire additional staff to address identified areas of need.

Use a variety of resources, including technology, to support effective and engaging instruction.

Staff will continue to improve understanding and use of a variety of resources, including technology. We will continue to expand our technology, literacy, and other instructional resources to better differentiate instruction and engage learners.

SD: Using Resources to Enhance Instruction

Participants will explore the use of various literacy, math, and/or technology resources to enhance instruction and/or communication to improve student achievement.

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LSPI Continued

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Use grade level and vertical teams to better understand K-12 core curriculum and improve instruction

Representatives from Peachtree will actively participate in the Norcross Cluster vertical teams and help guide activities at the local school to strengthen curriculum and instruction across the cluster. Grade levels teams within the school will collaborate vertically towards the same goal.

SD: Grade Level Learning Communities

The staff development team (comprised of assistant principals, curriculum coaches, and the media/technology team) will organize and collaboratively plan for weekly grade level collaboration meetings. These meetings will include classroom teachers and support teachers/personnel working with grade level teams. The focus of these teams will be to improve teaching and learning in all core content areas in order to reach our identified goals. Individual and group needs and progress toward goals are determined by the analysis of data. Teachers will also learn how to best use technology resources to increase student achievement and motivation for our students. Teachers will meet during common planning time.

SD: Literacy Task Force

Cross grade level team will study research on effective literacy practices and develop school-wide vision, common language, expectations, and assessments. This team will also monitor progress toward LSPI goals in literacy.

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: Norcross Cluster LA Vertical Team

To establish a collaborative k-12 vertical cohort of grade level language arts leaders, all with the common goal to improve literacy teaching and learning. • Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur • Continue Document-Based-Question Essays • Continue the discussion of best practices in the area of Writing Workshops

SD: NORCROSS: To establish a collaborative k-12 vertical cohort of ES, MS, and HS level MCL leaders, all with the common goal of building a strong community of MCL educators and students.

Topic *Observations/School Visits *Student Placement & Surveys *Survey Results *Curriculum Planning

SD: NORCROSS: To establish a collaborative k-12 vertical cohort of grade level Math leaders, all with the common goal of building a strong community of Math educators and students.

• Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur • Make available all materials (LSPI, rubrics, tasks, essential vocabulary, etc.) • Explore expansion of collaboration to incorporate elements, such as Depth of Knowledge (DOK) assessment, problem solving, differentiated teaching strategies.

SD: NORCROSS: To establish a collaborative k-12 vertical cohort of grade level science leaders, all with the common goal of assessing an inquiry learning lab product, in order to build a strong community of science educators.

• Assess students at least once each semester, and continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur • Observations by all team members of at least one teacher from another level on an inquiry lab day • Make available all materials (LSPI, rubrics, tasks, essential vocabulary, etc.) through the county science website to the entire vertical team • Explore expansion of the both the product and collaboration to incorporate other elements, such as document-based learning, science fair project, science content, and teaching strategies

SD: NORCROSS: To establish a collaborative k-12 vertical cohort of grade level Social Studies leaders, all with the common goal of building a strong community of Social Studies educators and students.

• Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur • Make available all materials (LSPI, rubrics, tasks, essential vocabulary, etc.) through the county social studies website to the entire vertical team • Explore expansion of the both the product and collaboration to incorporate other elements, such as document-based learning, Depth of Knowledge (DOK) Social Studies content, and differentiated teaching strategies

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- SD: NORCROSS:** To establish a collaborative k-12 vertical cohort of Special Education leaders, all with the common goal of building a strong community for our Special Education students.
- Continue to meet collaboratively to discuss results, in addition to changes in instruction/assessment that might need to occur
 - SIOP training
 - IEP Training
 - Promotion Criteria Transition
 - Explore expansion of collaboration to incorporate elements, such as Depth of Knowledge (DOK) assessment, problem solving, differentiated teaching strategies.
- 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.