



2010-2011 Local School Plan For Improvement

LSPI Objectives

December 2010

HOPKINS ELEMENTARY

Penny M Clavijo, *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: Hopkins Elementary will increase parent involvement by creating opportunities for parents to visit the school to actively participate in their child's learning experience, volunteer, and participate in adult learning opportunities provided by our parent center.

Objective: Increase effective parent involvement through the use of a variety of communication practices, parent education and parent center initiatives.

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LSPI Continued

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2010-2011 Long Term Goals and Objectives

Goal: Hopkins' students will increase academic performance in Language Arts, Math, Science, and Social Studies.

Objective: Hopkins Elementary School will increase academic performance in mathematics for all students, including students in targeted subgroups, to meet or exceed annual targets through staff development instruction, collaborative planning with grade level teachers for targeted interventions, balanced math, model classrooms, implementation of instructional calendar, technology integration, use of quality-plus instructional strategies, and peer coaching.

Objective: Hopkins Elementary School will increase academic performance in reading, language arts, and writing for all students, including students in targeted subgroups, to meet or exceed annual targets through staff development, collaborative planning with grade level teachers for targeted interventions, balanced literacy, peer coaching, comprehension strategies, vocabulary development, instructional calendar implementation, technology integration, and use of reading and writer's workshop.

Objective: Hopkins Elementary School will increase academic performance in science and social studies for all students, including students in targeted subgroups, to meet or exceed annual targets through the implementation of the science and social studies instructional calendar, incorporating science as a weekly special for students, technology integration, product development, integration of science and social studies with reading, writing, and math, as well as collaborative planning with subject area teachers for targeted interventions, and daily science and social studies instruction.

Objective: Hopkins Elementary School will increase attendance for all students, including students in targeted subgroups, to meet or exceed Adequate Yearly Progress standards.

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LSPI Continued

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Schools Goals - HOPKINS ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Parent Involvement	Hopkins Elementary will increase parent involvement by creating opportunities for parents to visit the school to actively participate in their child's learning experience, volunteer, and participate in adult learning opportunities provided by our parent center.	2010-11	2014-15
Student Achievement	Hopkins' students will increase academic performance in Language Arts, Math, Science, and Social Studies.	2010-11	2014-15
Student Leadership and Citizenship	Hopkins' students will demonstrate a high level of leadership and citizenship with noted improvement in student academic achievement and self efficacy. Students will be afforded opportunities to demonstrate leadership and ownership of their school through student-centered activities and leadership roles such as: Jr. Beta Club, School Council, Peer Leaders, and a variety of clubs.	2010-11	2014-15

Annual Objective

Hopkins Elementary School will increase academic performance in mathematics for all students, including students in targeted subgroups, to meet or exceed annual targets through staff development instruction, collaborative planning with grade level teachers for targeted interventions, balanced math, model classrooms, implementation of instructional calendar, technology integration, use of quality-plus instructional strategies, and peer coaching.

Associated Goals

Goal: Student Achievement

Implementation Design

Effective Math Tools

Teachers will redeliver effective math strategies experienced in two day seminar with Kim Sutton to their grade level peers.

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LSPI Continued

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Exemplars

Math coaches will set up a calendar of one exemplar per week for each grade level. The coaches and math specialist will model for the teachers how to administer and score the exemplar. Teams of teachers will score the exemplars at the end of each 9 weeks to ensure consistency of grade level expectations.

Hopkins Elementary Professional Learning Fall Session

Hopkins offers a fall semester-long professional learning session for all staff members. Uniquely designed and strategically focused on effective instruction and servant leadership, each learning opportunity is facilitated by instructional coaches, administrators, teachers, office staff, and media/technology specialists.

SD: Fred Factor

Book study which illuminates steps each of us can take to transform our own lives from the ordinary into the extraordinary. The author reveals four basic principles that will help bring fresh energy and creativity to life and work: how to make a real difference every day, how to become more successful by building strong relationships, how to create real value for others without spending a penny, and how to constantly reinvent yourself.

SD: The Energy Bus

This book study takes readers on an enlightening and inspiring ride that reveals 10 secrets for approaching life and work with the kind of positive, forward thinking that leads to true accomplishment. The Energy Bus provides a powerful roadmap to overcome common life and work obstacles and bring out the best in oneself and their team

SD: What Great Teachers Do Differently

This professional learning opportunity engages participants in understanding the beliefs, behaviors, attitudes, and interactions that form the fabric of life in our best classrooms and schools. It focuses on the specific things that great teachers do that others do not. It answers the following questions: Is it high expectations for students that matter? How do great teachers respond when students misbehave? Do great teachers filter differently than their peers? How do the best teachers approach standardized testing?

HOPKINS ELEMENTARY

LSPI Continued

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Numeracy Framework

The instructional coaches and those teachers who participated in the summer Math Institute will redeliver effective strategies for math instruction for all grade level teachers. Various book studies focusing on best practices in math will be offered as choice sessions throughout the year.

SD: Classroom Discussions: Using Math Talk to Help Students Learn - Book Study

Teachers will participate in a book study focusing on the role that classroom discussions can play in teaching mathematics and deepening student's mathematical understanding and learning.

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: Now I Get It - Book Study

Teachers may choose to participate in reading the book Now I Get It by Susan O'Connell focusing on strategies to build confident and competent mathematicians.

SD: Numeracy Framework

On-going instructional support will be provided to all teachers by the school Math Team and can be tailored to meet the specific math achievement goals of a grade level, course area, or entire school. Topics will include: Essentials of math instruction, guided math group, modeling and technology integration. Teachers that participated in the summer math institute and Kim Sutton Math training will redeliver strategies and skills learned to their grade level peers.

SD: Technology in the Math Classroom

Teachers will plan with the technology coach to integrate technology into their math lessons, as well as increase student use of technology in their learning.

Remediation/Enrichment

Before/After school programs as well as a Saturday Math Academy will be offered targeting students who scored level 1 on the CRCT as well as offering enrichment for others scoring 2 or 3.

Annual Objective

Hopkins Elementary School will increase academic performance in reading, language arts, and writing for all students, including students in targeted subgroups, to meet or exceed annual targets through staff development, collaborative planning with grade level teachers for targeted interventions, balanced literacy, peer coaching.

HOPKINS ELEMENTARY

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comprehension strategies, vocabulary development, instructional calendar implementation, technology integration, and use of reading and writer's workshop.

Associated Goals

Goal: Student Achievement

Implementation Design

Book Study

Various certified teachers will participate in a book study using the text, "The Daily Five" by Gail Boushey and Joan Moser.

Guided Reading

Provide support to all teachers as they implement guided reading in all classrooms.

Literacy Model

Rigorous training in the implementation of our balanced literacy framework in K-5 classrooms, including math, science, and social studies integration.

SD: Differentiated Instruction

MRESA Two-Day Workshop at local school for all certified staff members: Each two day workshop will provide each grade level with three and one-half hours of professional learning on putting differentiation into practice. The workshops will be sequenced to provide educators with an understanding and practical application of instructional strategies that will meet the needs of the varied readiness levels of learners that challenge instruction in a classroom. The training will put participants in a differentiated setting where they can experience and reflect on the kinds of instructional practices that differentiate learning in content, process and product.

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.

Writer's Workshop

Provide staff development and ensure that all teachers are supported as they implement writer's workshop, genre lessons, and cross-curricular writing.

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Associated Goals

Goal: Student Achievement

Implementation Design

Integrated Instruction in Science and Social Studies

The core instructional calendar will be used to align AKS that fit naturally into integrated instructional plans. Non-fiction texts will be used to integrate in Science and Social Studies. Collaboration of grade level members for the use of hands-on investigations during science instruction and theme instruction during social studies will be central to integrated instruction. Instructional coaches will plan collaboratively to develop instructional strategies for integrated teaching and learning. The social studies committee will lead the implementation of integrated instruction in social studies centered around themes. Specials enrichment classes will continue to be offered in science in grades K-5.

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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Annual Objective

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Associated Goals

Goal: Student Achievement

Implementation Design

Attendance Incentives

Schoolwide incentives have been created to encourage students to attend school. Homeroom classes are recognized weekly when goals are met, and each homeroom receives an incentive when they meet their goal. Students identified as having difficulty with attendance are sent a letter home to their parents encouraging them to attend school. Grade level counselors meet with these children independently or in small groups to set goals, serve as accountability groups, and celebrate when attendance goals are met.

Attendance Plan

New families will be given attendance information and guidelines on a one-on-one basis to foster a sense of belonging and stress the importance of ensuring their child attends school.

At our PTA/Open House events distribute items to support the “Be There” parent involvement campaign to encourage parents to be involved and support our attendance policy.

Contact/Meeting with parents of those students with attendance concerns.

Students will be awarded with celebrations and other small tokens of recognition for being present at the end of each 9 week grading period.