



2010-2011 Local School Plan For Improvement

LSPI Objectives

December 2010

SYCAMORE ELEMENTARY SCHOOL

Amy S Bryan, *Principal*

Dr. John Green, *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 Sycamore Elementary will develop essential skills in mathematics so that they can transition to middle school and effectively demonstrate, apply, and generalize their mathematical knowledge and skills.

SYCAMORE ELEMENTARY SCHOOL

LSPI Continued

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2010-2011 Long Term Goals and Objectives

- Objective:**
1. Students in Kindergarten, First, and Second grade will complete the school year meeting or exceeding annual grade level targets as measured by Benchmark Tests, Exemplar assessments given 3 times during the school year, AKS-CQI Team Time Mini Assessments, as well as other teacher presented assessments. Instruction will include effective implementation of manipulative, regular practice in math problem solving, weekly mini assessments and vocabulary development.
 2. Students in grades 3, 4 and 5 will complete the school year meeting or exceeding annual grade level targets as measured by the CRCT, Benchmark Tests, Exemplar assessments given 3 times during the school year, AKS-CQI Team Time Mini Assessments, as well as other teacher presented assessments. Instruction will include effective implementation of manipulative, regular practice in math problem solving, weekly mini assessments and vocabulary development.
 3. Sycamore Elementary will increase academic performance in math for students in the SWD and Black subgroups to meet and exceed annual targets through vocabulary development, targeting instruction for these individuals towards improved computation and problem solving skills.
 4. Students who are already meeting the target levels will be accelerated to demonstrate "exceeding" target performance through enriching classroom activities and participation in an after school program specifically designed to challenge students in the areas of math.

SYCAMORE ELEMENTARY SCHOOL

LSPI Continued

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2010-2011 Long Term Goals and Objectives

Goal: All students at Sycamore Elementary will develop essential skills in reading, writing, and language arts so that they can transition to middle school and effectively demonstrate, apply, and generalize their literacy knowledge and skills.

- Objective:**
1. Students in Kindergarten, First, and Second grade will complete the school year meeting or exceeding annual grade level reading and writing targets as measured by Rigby Benchmark Reading assessments, GCPS reading and writing rubrics, the assessment of writing samples collected 3 times during the school year through the implementation of engaging small group instruction, guided reading strategies, writing workshop, and Bistro Writing.
 2. Students in Third, Fourth, and Fifth grade will complete the school year meeting or exceeding annual grade level reading and writing targets as measured by Individual Reading Assessments (IRIs), GCPS reading and writing rubrics, the assessment of writing samples collected 3 times during the school year, mock writing assessments, Writing Boot Camp, the implementation of engaging small group instruction, guided reading strategies, writing workshop, and Cafeteria Writing.
 3. Sycamore Elementary will increase academic performance in reading and writing for students in the SWD and Black subgroups to meet and exceed annual targets through vocabulary development, targeting instruction for these individuals towards improved word attack and comprehension skills, as well as daily opportunities for effective instruction in writing and grammar skills.
 4. Students who are already meeting the target levels will be accelerated to demonstrate "exceeding" target performance through enriching classroom activities and participation in an after school program specifically designed to challenge students in the areas of reading and writing.

SYCAMORE ELEMENTARY SCHOOL

LSPI Continued

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2010-2011 Long Term Goals and Objectives

Goal: All students at Sycamore Elementary will develop essential skills in science so that they can transition to middle school and effectively demonstrate , apply, and generalize their science knowledge and skills.

Objective: 1. Students in Kindergarten, First, and Second grade will complete the school year meeting or exceeding annual grade level science targets as measured by grades from classwork and tests provided by the classroom teachers and by teacher observations through successful participation in science lab activities. Effective science instruction will include science vocabulary development, regular reading of non-fiction literature that is associated with the areas of study and regular use of hands on science activities in the science lab.

2. Students in grades 3, 4, and 5 will complete the school year meeting or exceeding annual grade level science targets as measured by the CRCT, grades from classwork and tests provided by the classroom teachers and by teacher observations through successful participation as students participate in science lab activities. Effective science instruction will include science vocabulary development, regular reading of non-fiction literature associated with the areas of study and regular use of hands on science activities in the science lab.

SYCAMORE ELEMENTARY SCHOOL

LSPI Continued

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Schools Goals - SYCAMORE ELEMENTARY SCHOOL

| Goal Title | Goal | Start School Year | End School Year |
|-------------------------------------|--|-------------------|-----------------|
| Sycamore K-5 Students Literacy Goal | All students at Sycamore Elementary will develop essential skills in reading, writing, and language arts so that they can transition to middle school and effectively demonstrate , apply, and generalize their literacy knowledge and skills. | 2010-11 | 2015-16 |
| Sycamore K-5 Students Math Goal | All students at Sycamore Elementary will develop essential skills in mathematics so that they can transition to middle school and effectively demonstrate , apply, and generalize their mathematical knowledge and skills. | 2010-11 | 2015-16 |
| Sycamore K-5 Students Science Goal | All students at Sycamore Elementary will develop essential skills in science so that they can transition to middle school and effectively demonstrate , apply, and generalize their science knowledge and skills. | 2010-11 | 2015-16 |

Annual Objective

1. Students in Kindergarten, First, and Second grade will complete the school year meeting or exceeding annual grade level reading and writing targets as measured by Rigby Benchmark Reading assessments, GCPS reading and writing rubrics, the assessment of writing samples collected 3 times during the school year through the implementation of engaging small group instruction, guided reading strategies, writing workshop, and Bistro Writing.
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4. Students who are already meeting the target levels will be accelerated to demonstrate "exceeding" target performance through enriching classroom activities and participation in an after school program specifically designed to challenge students in the areas of reading and writing.

SYCAMORE ELEMENTARY SCHOOL

LSPI Continued

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Associated Goals

Goal: Sycamore K-5 Students Literacy Goal

Implementation Design

Cafeteria Writing and Bistro Writing

The teachers will provide consistent direct instruction to students in the genre and domains of writing. The Literacy Coach and Reading Teacher will bring grade level classes in the cafeteria (grades 3-5) or two classes at a time (K-2) in the reading teacher's classroom to provide engaging instruction in writing genre and domains to students. Teachers will provide a follow up lesson to this instruction.

Guided Reading Strategies and Implementation Part 2

All teachers will implement guided reading on a daily basis. Professional learning on quality guided reading strategies will be presented to all staff members during monthly professional learning sessions. Teachers will have the opportunity to observe quality instruction in guided reading. The literacy coach will be available to model and observe guided reading lessons. The Lucy Calkins Literacy Kit (Grades K-2) and Stephanie Harvey's "Strategies That Work" book (Grades 3-5) will be resources for this professional learning.

SD: Guided Reading Implementation Part 2

The components of guided reading will be reviewed. Discussion will be led by our literacy coach to support teacher needs in the implementation of guided reading in our classrooms. Teachers will be given the opportunity to observe classrooms using guided reading strategies within our school and our literacy coach will model guided reading lessons as requested.

SYCAMORE ELEMENTARY SCHOOL

LSPI Continued

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Writing Workshop

Teachers will implement the components of Writing Workshop in their classrooms. Professional learning will be provided for all teachers to implement this strategy. Teachers will be provided the opportunity to observe Writing Workshop in other classrooms. The literacy coach will model and observe writing workshop in classrooms to build teacher confidence in the use of these strategies.

SD: Implementing Writing Workshop

The following resources will be used to instruct teachers in the implementation of writing workshop in their classrooms. (K-2 - Lucy Calkins Literacy Kit, 3-5 - "Writing Workshop, The Essential Guide" by Ralph Fletcher). The writing workshop lesson plans will also be used to assist teachers with this implementation. Step by step guidance in the components of writing workshop and implementation will be included in this course.

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Associated Goals

Goal: Sycamore K-5 Students Math Goal

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Implementation Design

AKS/CQI Team Time

30 minutes per day has been provided in the Master Schedule for additional math instruction for all students. Teachers will analyze Spring CRCT results to identify the areas of math that need to be targeted for this instruction. Students will be grouped based on weekly mini assessments and instruction will be provided based on the needs of the students. Flexible grouping, use of hands on activities, and problem solving are expected components of this additional math time.

SD: Improving math Instruction and Results

This staff development will be designed based on teacher needs at each grade level. Grade level input will be given to improve math instruction in the areas of numbers and operations, measurement, geometry, algebra, data analysis, and problem solving.

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 ...

Annual Objective

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activities in the science lab.

2. Students in grades 3, 4, and 5 will complete the school year meeting or exceeding annual grade level science targets as measured by the CRCT, grades from classwork and tests provided by the classroom teachers and by teacher observations through successful participation as students participate in science lab activities. Effective science instruction will include science vocabulary development, regular reading of non-fiction literature associated with the areas of study and regular use of hands on science activities in the science lab.

Associated Goals

Goal: Sycamore K-5 Students Science Goal

Implementation Design

Science Related Literature

The development of a list of literature at each grade level to target science AKS for grades K-5.

SD: CLUSTER VERTICAL SCIENCE SUPPORT

The Science Instructional Coach is available to provide guidance to Assistant Principals, Department Chairs, and/or Teacher Leaders who are facilitating Vertical Science Teams in their cluster. Areas of support include, but are not limited to the following areas: analysis of the K-12 science curriculum, developing clarity for the depth and breadth of content responsibility at each grade level in science, and developing high performing grade level collaborative teams. In addition, the Science Instructional Coach will provide cluster representatives with recommendations for exploring and creating common elements of science instruction that can be implemented at every grade level (i.e. lab report format, vocabulary, robotics, science fair, etc.); focusing directly on improving student achievement in science.