



2010-2011 Local School Plan For Improvement

LSPi Objectives

December 2010

BRITT ELEMENTARY

Doris A Jones, *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: Students leaving W.C. Britt Elementary School will be able to apply a variety of problem solving skills effectively in a variety of situations.

Objective: W. C. Britt Elementary School will increase academic performance in mathematics for students in all subgroups to meet or exceed annual targets through collaborative planning with math teachers for targeted interventions, problem solving strategies, and vocabulary development.

Objective: W. C. Britt Elementary School will increase academic performance in science for students in all subgroups to meet or exceed annual targets through collaborative planning with science teachers for content area development, inquiry and questioning skills, problem solving strategies, vocabulary development, and writing in the content areas.

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LSPI Continued

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2010-2011 Long Term Goals and Objectives

Goal: Students leaving W.C. Britt Elementary will be able to communicate effectively in a variety of situations and through a variety of means.

Objective: W. C. Britt Elementary School will increase academic performance in Reading/Language Arts/Writing for students in all subgroups to meet or exceed annual targets through collaborative planning with all teachers for vocabulary development, content area development, and writing strategies.

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Schools Goals - BRITT ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
All students prepared for post secondary education	The South Gwinnett Cluster Schools will work collaboratively to make sure our students are prepared for post secondary education.	2010-11	2018-19
Increase Problem Solving Capacity	Students leaving W.C. Britt Elementary School will be able to apply a variety of problem solving skills effectively in a variety of situations.	2010-11	2018-19
Literacy in Elementary School	Students leaving W.C. Britt Elementary will be able to communicate effectively in a variety of situations and through a variety of means.	2010-11	2018-19

Annual Objective

W. C. Britt Elementary School will increase academic performance in mathematics for students in all subgroups to meet or exceed annual targets through collaborative planning with math teachers for targeted interventions, problem solving strategies, and vocabulary development.

Associated Goals

Goal: Increase Problem Solving Capacity

Implementation Design

Collaboration/Data Review

Data regarding student achievement in mathematics will be collected and analyzed as needed by the administration, classroom teachers, intervention teachers, and instructional coaches to identify strengths and weaknesses during collaborative planning time, staff development classes, and release planning sessions. The identified strengths and weaknesses will be used in coordination with the instructional calendar to collaboratively plan appropriate instruction for all students.

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LSPI Continued

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

Members of the Math Vertical Team will participate in a face to face book study on Classroom Discussions: Using Math Talk to Help Students Learn by Chapin, O'Connor, & Anderson. The Math Instructional Coach will facilitate the study with discussions.

SD: Collaborative Staff Development with Math Instructional Coach

Teachers will meet regularly with the math coach for staff development and collaborative planning. Coaching will also involve peer observations in model classrooms for effective math instructional strategies which include Quality-Plus Teaching Strategies, use of manipulatives, use of exemplars, GPS Tasks, data reviews, and the collaborative development of common assessments. Math teachers and the math coach will also work with vertical teams at the school and at the cluster level.

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 ...

Maximize Instructional Time

To maximize instructional time, all intervention teachers co-teach with a regular education teacher where feasible. Math instruction is scheduled for the first part of every day. A math lab facilitated by a Mathematics Instructional Coach provides hands-on problem solving experiences. All students participate in SuccessMaker.

Annual Objective

BRITT ELEMENTARY

LSPI Continued

Doris A Jones, *Principal*

Calvin Watts, *Area Superintendent*

W. C. Britt Elementary School will increase academic performance in science for students in all subgroups to meet or exceed annual targets through collaborative planning with science teachers for content area development, inquiry and questioning skills, problem solving strategies, vocabulary development, and writing in the content areas.

Associated Goals

Goal: Increase Problem Solving Capacity

Implementation Design

Common Science Labs increase problem solving capacity.

Our Science Instructional Coach, assisted by the classroom teachers, facilitates a weekly technology infused science lab experience for grade levels. In addition, labs on a cart will be provided to all grade levels to increase student hands-on science problem solving.

SD: SCIENCE SPECIALIST IMPACT TRAINING

Specialists will maximize their professional impact within their classrooms and at their local schools by increasing their level of science literacy as it relates to instructional coaching. They will explore the importance of relationship and team building as they prepare to work with instructional teams throughout their buildings; strategically evaluate instructional resources to ensure their tight alignment to the content standards; explore the best strategies for utilizing data to make instructional decisions, and discover opportunities for expanding the use of a variety of resources to improve instruction.

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LSPI Continued

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Literacy in Science

Science literacy through common science writing prompts and leveled non-fiction and fiction science texts will be incorporated into grade levels science instruction.

SD: MATH-SCIENCE STAFF DEVELOPMENT

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SD: South Gwinnett Cluster Science Vertical Team

South Gwinnett: Schools in the South Gwinnett Cluster will increase academic performance in science for students in all subgroups to meet or exceed annual targets through collaborative planning with science teachers for targeted interventions, problem solving strategies, and vocabulary development. Three science teachers from each of the seven South Gwinnett Cluster Schools will collaborate to analyze science student data and to share the most effective Quality-Plus Teaching Strategies for instructing science. Teachers on the vertical team will be charged with re-delivering and sharing instructional strategies learned with teachers in their grade level. Administrators at the local schools will observe teachers using science instructional strategies during weekly walk-throughs. Administrators will review the impact of the science instructional strategies on data from local school assessments, Science Interim Assessments, Georgia Assessments/CRCT, EOCT, AP exams, and national assessments such as the ITBS.

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.

Annual Objective

W. C. Britt Elementary School will increase academic performance in Reading/Language Arts/Writing for students in all subgroups to meet or exceed annual targets through collaborative planning with all teachers for vocabulary development, content area development, and writing strategies.

BRITT ELEMENTARY

LSPI Continued

Doris A Jones, *Principal*

Calvin Watts, *Area Superintendent*

Associated Goals

Goal: Literacy in Elementary School

Implementation Design

Collaborative data review

Data regarding student achievement in reading English language arts will be collected and analyzed as needed by the administration, classroom teachers, intervention teachers, and instructional coaches to identify strengths and weaknesses during collaborative planning time, staff development classes, and release planning sessions. The identified strengths and weaknesses will be used in coordination with the instructional calendar to collaboratively plan appropriate instruction for all students.

SD: Book Study on Greek & Latin Roots Keys to Building Vocabulary

All Britt Elementary teachers of language arts will participate in a book study of Greek & Latin Roots Keys to Building Vocabulary by Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton. The Literacy Coach at Britt Elementary will facilitate the book study followed by discussion and application to the use of supplementary materials purchased to support spelling and vocabulary instruction for increasing reading achievement for all students at Britt Elementary.

SD: Collaborative Staff Development with Literacy Coach

Teachers will meet regularly with the full time Literacy Coach for staff development and collaborative planning. Coaching will also involve peer observations and model classrooms for effective reading, language arts, and writing instruction which includes Quality-Plus Teaching Strategies, The Literacy Coach will also facilitate a reading, language arts, and writing vertical team at Britt Elementary to identify AKS for remediation, acceleration, and enrichment. ELL, special education, and EIP teachers will also plan collaboratively with regular education teachers on a weekly basis.

SD: South Gwinnett Cluster Language Arts Vertical Team

The South Gwinnett Language Arts Vertical Team will transform teaching and learning through a collaborative learning community that creates and sustains engaging learning environments, resulting in high student achievement for all students, rigorous standards, and highly-effective instructional staff. In order to create inclusive, seamless language arts learning experiences for students in grades kindergarten through twelve, the South Gwinnett Cluster Language Arts Vertical Team will consist of representatives from all three educational levels (elementary, middle, and high). In the South Gwinnett Cluster the feeder system includes four elementary schools, two middle schools, and one high school. The Vertical Team will consist of three representatives from each individual school who will be charged with re-delivery at their local schools.

BRITT ELEMENTARY

LSPI Continued

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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: The Daily Five Book Study

Selected teachers will participate in a book study on The Daily Five by Gail Boushey and Joan Moser. The Literacy Coach at Britt Elementary will facilitate the book study which will include discussion and classroom application.

Common Assessment Development

All grade levels with the guidance of the Literacy Instructional Coach will develop common writing assessments and scoring instruments to be used across all academic content areas.

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: SOCIAL STUDIES AND THE LITERATURE CONNECTION

This course is designed to assist teachers in grades K-5 to integrate social studies content with reading strategies. Participants will be provided with materials to assist their students to be successful in reading comprehension in social studies.