



2012 - 2013 Local School Plan For Improvement

LSPI Objectives

BRITT ELEMENTARY

Doris A Jones, *Principal*

Joe Ahrens, *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.

2012-2013 Long Term Goals and Objectives

Goal: The South Gwinnett Cluster Schools will work collaboratively to make sure our students are prepared for post secondary education.

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.

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

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LSPi Continued

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2012-2013 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.

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.

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LSPi Continued

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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

BRITT ELEMENTARY

LSPI Continued

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Rigorous and Challenging Problem Solving

Data from 2012 CRCT, from the 2011 ITBS, and from GCPS Interim Assessments will be used to plan effective, rigorous, engaging, and challenging instruction as grade level teachers, intervention teachers, co teachers, and Britt's Math Coach plan collaboratively for student academic success in mathematics. A focus of math instruction and staff development will be to integrate Common Core Standards. Britt's Math Coach will instruct math staff development for all math teachers, plan and facilitate math labs for all Britt students, and support math teachers through modeling of the most effective math instructional strategies as well as by guiding teachers in using data to plan and deliver effective math instruction. Teachers will collaboratively plan for intentional and differentiated instruction to improve student achievement. Math instruction will be focused on rigorous problem solving, a reinforcement and increase of basic math skills, and a knowledge and understanding of math vocabulary. Math instruction will be a priority first class period each day with all specials teachers and all support teachers serving as co teachers in math classes. Guided Math and Balanced Numeracy will be used as models for math instruction. Technology will be used to instruct and engage students in problem solving. Math manipulatives and math exemplars will be used to promote a deeper understanding for solving math problems. Additionally, math skills are enriched and remediated through student math clubs.

SD: 2012/2013 Math and Science Staff Development Training

Year-long training (10 hours total) that provides teachers with a focus on support of newly aligned AKS content and quality instructional practice in Math, and infusion of Technology, Inquiry, Differentiation, and Engagement (T.I.D.E.) in Science instruction to improve technical literacy, problem-solving skills, and student achievement.

SD: Coaching and Modeling Math Instructional Skills To Increase Rigor

Britt's math instructional coach meets with math grade level teachers to collaboratively plan challenging math problem solving instruction focusing on the rigor of instruction for the math common core AKS. Data from common assessments are reviewed collaboratively to guide instructional planning. Math labs are facilitated by the math instructional coach for all grade level students, and the math labs serve as a math instructional lab for all grade level teachers. The math instructional coach facilitates challenging math instruction to all Britt students as the classroom teachers observe the instructional strategies. The modeled instruction also includes the use of effective technology. (Special ed. resource teachers also attend collaborative planning sessions and math labs.)

SD: GCPS GIFTED ENDORSEMENT PROGRAM

Gifted education certification in Georgia is an endorsed field. Teachers wishing to become certified in gifted education must take the equivalent of four graduate level courses. Gwinnett County Public Schools offers a year long, sequential program that incorporates the four required courses into three major blocks of instruction organized into one hundred and fifty hours of face to face instruction and fifty hours of field experiences.

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LSPI Continued

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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: Technology to Support Challenging Math Instruction

Weekly staff development for available technology to support challenging math instruction is facilitated weekly.

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.

Associated Goals

Goal: Literacy in Elementary School

Implementation Design

Increasing Vocabulary, Reading, and Writing Skills

Students will increase their word study skills by engaging in vocabulary building strategies and activities that reflect Common Core Standards to learn Greek and Latin root words, word patterns, and high frequency sight words. Intentional reading instruction will include guided reading, reader's workshop, read alouds, and sustained silent reading (BRITT Reading Time.) Writing proficiency will be increased through differentiated instruction in writer's workshop, and through the use of common writing prompts across the grade levels. Common rubrics are to be employed to evaluate shared writing assessments. In the spring, all Britt students will participate in Writing Boot Camp. The WriteToLearn Platform will be utilized to increase fourth and fifth grade students' summary writing skills. Science and social studies instruction will include vocabulary building, writing in response to specific prompts, and journaling. Media center books have been purchased to match content AKS. Assessment results will guide planning and instruction; and technology will be used to engage, to challenge, and to instruct students in literacy.

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SD: Improving Literacy Skills Through Technology

Teachers attend weekly staff development and collaborative sessions for the purpose of learning the many available technology tools to engage students for challenging, effective, intentional, engaging, and rigorous literacy learning. (Write ToLearn is being used by 4th and 5th grade students to improve writing skills.)

SD: Modeling of Effective AKS Instruction for Literacy

Britt's Literacy Instructional Coach facilitates collaborative planning sessions focusing on challenging and rigorous instruction of all literacy AKS including common core and effective writing strategies. (4th and 5th grade teachers are also coached in using Write ToLearn to improve writing skills.) She works with all grade level teachers to create word study spelling lists and targeted vocabulary building skills including Greek and Latin root words to develop vocabulary skills across content areas. An emphasis is placed on increasing the use of non fiction and content texts to develop literacy skills. In addition, the literacy labs are scheduled for all grade level teachers and students to attend where teachers observe effective literacy instructional skills modeled by Britt's literacy coach.

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: Teaching Academic Language and Content to ELLs (TALC)

Practical course designed to build the capacity of the classroom teacher to provide effective instruction for ELLs, 3 PLUs through 20 contact hours and 10 hours earned through evidence of implementation

SD: VISION CONFERENCE SERIES

Two three-hour sessions (separate from each other), each with an invited national consultant to discuss key issues related to literacy and its effective teaching in our classrooms.

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LSPI Continued

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Associated Goals

Goal: All students prepared for post secondary education

Implementation Design

Increase of Science Skills and Science Vocabulary

Students at Britt Elementary will increase their science skills and their knowledge of science vocabulary through engaging and intentional instruction of AKS through hands-on science labs, by writing using common science writing prompts, by following grade level science labs facilitated by Britt's science coach, by reading science books that have been purchased and designated to support K-5 grade level science AKS, by using Greek and Latin root words to develop a more extensive understanding of science vocabulary, and by using common assessments to assess academic progress and to plan for instruction. Technology will be used to instruct, to challenge, and to engage students in learning science skills. All grade level teachers will participate in professional development opportunities and engage peers in learning effective instructional strategies through rigorous collaboration.

SD: 2012/2013 Math and Science Staff Development Training

Year-long training (10 hours total) that provides teachers with a focus on support of newly aligned AKS content and quality instructional practice in Math, and infusion of Technology, Inquiry, Differentiation, and Engagement (T.I.D.E.) in Science instruction to improve technical literacy, problem-solving skills, and student achievement.

SD: Modeling and Collaboration for Challenging Science Instruction

Science Labs are scheduled weekly to instruct and to model challenging science AKS instruction (including the demonstration of available technology) which focus on problem solving, improving scientific process skills, and improving literacy skills through science with vocabulary development, journaling, and common science writing prompts. The science coach facilitates collaborative grade level planning with all grade level teachers and facilitates the creation of common science assessments as well as the use of common graphic organizers to help with science understanding.

Annual Objective

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

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LSPi Continued

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writing in the content areas.

Associated Goals

Goal: All students prepared for post secondary education

Implementation Design

Increase of Social Studies Skills and Social Vocabulary

Students of Britt Elementary School will increase their social studies skills and their social studies vocabulary by engaging in rigorous and challenging learning through intentional and engaging instruction and by the integration of reading and writing skill development into social studies instruction. Media center books purchased to support and to enrich social studies AKS will be used. Technology will be used to instruct, to learn vocabulary, to integrate reading and writing, and to enrich the learning of social studies content. All grade level teachers will collaborate with Britt's LSTC to develop challenging and engaging instruction using available technology. Britt's media specialist will collaborate with grade level teachers to integrate literacy AKS by using nonfiction and historical fiction books as well as to plan for research on a variety of social studies topics. Intentional and differentiated instruction will include vocabulary instruction, the development of time lines, and the strengthening of skills for using maps and graphs. Staff development will focus on integrating literacy into social studies instruction.

SD: Building Literacy in Social Studies

This course is designed to incorporate literacy skills into social studies content. Lessons and resources that support the Q-Plus strategies and AKS will be given.

SD: Using technology to Improve Social Studies Skills

Teachers collaborate with Britt LSTC to plan and implement social studies instruction that integrates literacy skills to increase student's mastery of social studies knowledge and skills.