



2010-2011 Local School Plan For Improvement

LSPi Objectives

December 2010

BENEFIELD ELEMENTARY

Melissa E Walker, *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: Benefield Elementary students will meet and/or exceed Math standards as measured by the Criterion Referenced Competency Test administered in the Spring of each school year. The achievement of all subgroups, students with disabilities, English language learners, Hispanics, African Americans, and economically disadvantaged, will be in alignment with the comparison group.

Objective: Benefield Elementary will increase the math academic achievement of all students with at least 90% of all students in third, fourth, and fifth grade meeting and/or exceeding math standards on the Spring and/or Summer administration of the Criterion Referenced Competency Test by the end of the 2010-11 school year. Benefield Elementary will increase the percentage of students who exceed expectations of the math state standards by the end of the 2010-11 school year.

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LSPI Continued

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2010-2011 Long Term Goals and Objectives

Goal: Benefield Elementary students will meet and/or exceed Reading and English Language Arts standards as measured by the Criterion Referenced Competency Test administered in the Spring and Summer of each school year. The achievement of all subgroups, students with disabilities, English language learners, Hispanics, African Americans, and economically disadvantaged, will be in alignment with the comparison group.

Objective: Benefield Elementary will increase the Reading and English Language Arts academic achievement of all students with at least 90% of all students in third, fourth, and fifth grade meeting and/or exceeding Reading and English Language Arts standards on the Spring and/or Summer administration of the Criterion Referenced Competency Test by the end of the 2010-11 school year. Benefield Elementary will increase the percentage of students who exceed expectations by the end of the 2010-11 school year across all subgroups.

Goal: Benefield Elementary students will meet and/or exceed Science standards as measured by the Criterion Referenced Competency Test administered in the Spring of each year. The achievement all subgroups, students with disabilities, English language learners, Hispanics, African Americans, and economically disadvantaged, will be in alignment with the comparison group.

Objective: Benefield Elementary will increase the science academic achievement of all students with at least 90% of all students in third, fourth, and fifth grade meeting and/or exceeding science state standards on the Spring and/or Summer administration of the Criterion Referenced Competency Test by the end of the 2010-11 school year. Benefield Elementary will increase the percentage of students who exceed expectations of the science state standards by the end of the 2010-11 school year.

Goal: Benefield Elementary students will meet and/or exceed the Writing Standards as measured by the Georgia Writing Assessment administered in the winter of each school year.

Objective: Benefield Elementary will increase the writing achievement of all students with at least 90% of students in fifth grade passing the Georgia Writing Assessment on the first administration during the winter of the 2010-11 school year. Benefield Elementary will increase the percentage of students who exceed writing expectations of the state writing standards by the end of the 2010-11 school year.

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Schools Goals - BENEFIELD ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
All students at Benefield Elementary will meet and/or exceed Math standards by Spring 2015.	Benefield Elementary students will meet and/or exceed Math standards as measured by the Criterion Referenced Competency Test administered in the Spring of each school year. The achievement of all subgroups, students with disabilities, English language learners, Hispanics, African Americans, and economically disadvantaged, will be in alignment with the comparison group.	2010-11	2014-15
All students at Benefield Elementary will meet and/or exceed Reading and English Language Arts by Spring 2015.	Benefield Elementary students will meet and/or exceed Reading and English Language Arts standards as measured by the Criterion Referenced Competency Test administered in the Spring and Summer of each school year. The achievement of all subgroups, students with disabilities, English language learners, Hispanics, African Americans, and economically disadvantaged, will be in alignment with the comparison group.	2010-11	2014-15
All students at Benefield Elementary will meet and/or exceed Science standards by Spring 2015.	Benefield Elementary students will meet and/or exceed Science standards as measured by the Criterion Referenced Competency Test administered in the Spring of each year. The achievement all subgroups, students with disabilities, English language learners, Hispanics, African Americans, and economically disadvantaged, will be in alignment with the comparison group.	2010-11	2014-15
All students at Benefield Elementary will meet and/or exceed the Writing Standards by Spring 2015.	Benefield Elementary students will meet and/or exceed the Writing Standards as measured by the Georgia Writing Assessment administered in the winter of each school year.	2010-11	2014-15

Annual Objective

Benefield Elementary will increase the math academic achievement of all students with at least 90% of all students in third, fourth, and fifth grade meeting and/or exceeding math standards on the Spring and/or Summer administration of the Criterion Referenced Competency Test by the end of the 2010-11 school year. Benefield Elementary will increase the percentage of students who exceed expectations of the math state standards by the end of the 2010-11 school year.

BENEFIELD ELEMENTARY

LSPi Continued

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Associated Goals

Goal: All students at Benefield Elementary will meet and/or exceed Math standards by Spring 2015.

Implementation Design

AKS/CQI Model

Students will participate in the AKS/CQI model with a focus on numeracy and literacy. Numeracy and literacy focus will rotate weekly with both concepts receiving equal emphasis. Students will be grouped based on standardized test data, formative assessments, work samples, and classroom performance.

Conceptual Teaching

All students at Benefield Elementary will participate in higher order thinking activities related to math such as completing exemplar activities at least once every two weeks, utilizing manipulatives on a daily basis to develop conceptual math skills, and being challenged with higher order thinking questions through the utilization of daily essential questions and student summarizing activities.

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 ...

Coteaching Model

Students with disabilities, early intervention program students, and English language learners will participate in team teaching during their math class. In addition, these students will have additional learning opportunities during AKS/CQI time, before and after school intervention programs, summer math institute, and Saturday programs.

BENEFIELD ELEMENTARY

LSPI Continued

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Extended Learning Opportunities in Math

Students in first through fifth grade who do are not meeting grade level math standards will be provided after school and/or Saturday school opportunities. In addition, accelerated learning opportunities will be provided to identified students, as well. Students will experience hands on learning, conceptual development, and ongoing formative assessments to determine progress toward goals.

SD: Teachers coaching Teachers

Based on student data, the LSPI team developed a professional learning series with a coaching and model classroom element. On Saturdays during our extended learning time (ELT) program for students, teachers will have an opportunity to observe and interact with model classroom teachers teaching numeracy and literacy lessons with science content integrated. After the students leave, teachers will collaborate and discuss observations.

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Instructional Frameworks

All students will be instructed utilizing the guided math framework, participation in math calendar activities, participation in AKS/CQI math daily, and will participate in a math specials class on a rotating basis.

SD: Best Teaching Practices and QPTS

Teachers will participate in after school professional learning series that incorporate the best educational practices in the areas of balanced literacy, balanced numeracy, technology, coteaching models and strategies, guided math, guided reading, writing frameworks, and integrating science and social studies into numeracy and literacy. Teachers will choose two areas of study and complete those modules during the fall.

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: Model Classrooms

Teachers will participate in expanding their current knowledge of the guided math, reading, and writing frameworks and the implementation of the strategies in the daily classroom. Teachers will observe in a variety of model classrooms during math and literacy instruction. Teachers will be provided opportunities to collaborate and reflect with peers after school.

SD: Working on the Work (WOW) Days

Teachers will participate in four full-day planning and professional learning sessions with focuses on integrating science and social studies into numeracy and literacy, using the guided reading, guided writing, and guided math frameworks, developing and implementing thematic units, using the writers workshop model and state writing rubrics to guide instruction, and using the numeracy framework, guided math, and exemplars.

Annual Objective

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Benefield Elementary will increase the Reading and English Language Arts academic achievement of all students with at least 90% of all students in third, fourth, and fifth grade meeting and/or exceeding Reading and English Language Arts standards on the Spring and/or Summer administration of the Criterion Referenced Competency Test by the end of the 2010-11 school year. Benefield Elementary will increase the percentage of students who exceed expectations by the end of the 2010-11 school year across all subgroups.

Associated Goals

Goal: All students at Benefield Elementary will meet and/or exceed Reading and English Language Arts by Spring 2015.

Implementation Design

AKS/CQI Model

Students will participate in the AKS/CQI model with a focus on numeracy and literacy. Numeracy and literacy focus will rotate weekly with both concepts receiving equal emphasis. Students will be grouped based on standardized test data, formative assessments, work samples, and classroom performance.

Balanced Literacy Framework

Teachers will continue to implement and enhance their lesson design and delivery through the balanced literacy framework. Teachers will incorporate flexible grouping, ongoing formative assessments, and peer collaboration.

SD: Strategies for Working With ELL Students

Teachers will participate in a professional learning session focused on best practices for working with English Language Learners in the areas of numeracy, literacy, and integrated science and social studies.

Coteaching Model

Students with disabilities, early intervention program students, and English language learners will participate in team teaching during their math class. In addition, these students will have additional learning opportunities during AKS/CQI time, before and after school intervention programs, summer math institute, and Saturday programs.

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Extended Learning Opportunities for Language Arts

Students in third through fifth grade who do are not meeting grade level language arts standards will be provided after school and/or Saturday school opportunities. In addition, accelerated learning opportunities will be provided to identified students, as well. Students will experience hands on learning, conceptual development, and ongoing formative assessments to determine progress toward goals.

Literacy Integration of Science and Social Studies

Teachers will identify academic knowledge and skills of science and social studies to incorporate into the balanced literacy framewok. Teachers will develop and implement at least one integrated unit every semester. Teachers will evaluate and align the instructional calendars for reading, English Language Arts, math, science, and social studies to identify intergration and alignment of concepts.

Annual Objective

Benefield Elementary will increase the science academic achievement of all students with at least 90% of all students in third, fourth, and fifth grade meeting and/or exceeding science state standards on the Spring and/or Summer administration of the Criterion Referenced Competency Test by the end of the 2010-11 school year. Benefield Elementary will increase the percentage of students who exceed expectations of the science state standards by the end of the 2010-11 school year.

Associated Goals

Goal: All students at Benefield Elementary will meet and/or exceed Science standards by Spring 2015.

Implementation Design

Extended Learning Opportunities in Science

Students will be provided additional learning opportunities before, during, and after school and/or Saturday school to participate in a variety of science activities: science club, science field trips, science fair, and science labs and learning. In addition, we will host a math/science night to increase parent and student involvement. Students in all grade levels will be encouraged to participate in our first science fair, December 2010.

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Integrating Technology in Science

All teachers will use available technological resources such as Smartboard, United Streaming, MySkillsTutor, Success Maker, and other resources to deliver engaging science instruction and activities to their students.

Non-Fiction Writing Specials

All students will participate in a non-fiction writing class focusing on science research skills and topics. Students will increase their background knowledge and science vocabulary through the coupling of the science specials and non-fiction writing class. In fourth and fifth grades, students will focus on developing their writing skills to enhance their performance on the state writing assessment.

Science Integration across the Curriculum

Teachers will develop thematic, integrated units that align with the curriculum maps of science, math, and language arts. Teachers will develop and implement one integrated unit each semester.

SD: Teaching with Purpose

Teachers will learn how to integrate best teaching practices and learn how to use brain based learning activities as presented by Sherah Carr to improve instruction across all content areas.

Science Specials Class

All students at Benefield Elementary will participate in a science specials class throughout the school year on a rotating basis. Students will participate in hands on science lessons, previewing concepts, building background knowledge, and developing scientific vocabulary.

Annual Objective

Benefield Elementary will increase the writing achievement of all students with at least 90% of students in fifth grade passing the Georgia Writing Assessment on the first administration during the winter of the 2010-11 school year. Benefield Elementary will increase the percentage of students who exceed writing expectations of the state writing standards by the end of the 2010-11 school year.

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Associated Goals

Goal: All students at Benefield Elementary will meet and/or exceed the Writing Standards by Spring 2015.

Implementation Design

AKS/CQI Model

Students will participate in the AKS/CQI model with a focus on numeracy and literacy. Numeracy and literacy focus will rotate weekly with both concepts receiving equal emphasis. Students will be grouped based on standardized test data, formative assessments, work samples, and classroom performance.

Coteaching Model

Students with disabilities, early intervention program students, and English language learners will participate in team teaching during their math class. In addition, these students will have additional learning opportunities during AKS/CQI time, before and after school intervention programs, summer math institute, and Saturday programs.

Extended Learning Opportunities for Writing

Students in fifth grade who are not meeting grade level writing standards will be provided after school and/or Saturday school opportunities. In addition, accelerated learning opportunities will be provided to identified students, as well.

Non-Fiction Writing Specials

All students will participate in a non-fiction writing class focusing on science research skills and topics. Students will increase their background knowledge and science vocabulary through the coupling of the science specials and non-fiction writing class.

Writer's Workshop

Teachers will utilize the writer's workshop framework to teach writing in all classrooms Kindergarten through fifth grade.

SD: Kevin Raczynski Writers Workshop

All teachers will participate in learning the key elements and the scoring of a fifth grade writing assessment. In addition, teachers will participate in vertical teaming and scoring of anchor papers.

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Writing Specials and Cafe Writing

Students will participate in a writing specials class with all students rotating through the class. Students will also be identified to participate in specific lessons based on classroom performance for additional support. All fifth grade students will participate in our cafe writing program with special focus on areas of need and growth.