2010-2011 Local School Plan For Improvement

LSPI Objectives

December 2010

HARBINS ELEMENTARY

Cindy K Truett, *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: The students and staff at Harbins will develop a culture of principle-centered and personal leadership. Students and staff will exhibit a growth mindset focused on continuous learning that promotes a strong sense of self-efficacy, initiative, resiliency, integrity, self-confidence, goal setting, collaboration and community service.

Objective: Harbins Elementary will increase academic performance for all students in all subgroups to meet and exceed annual targets through the development of student leadership for all students in grades K-5. Harbins students will participate in yearlong leadership development activities to promote a culture of personal and academic goal setting, initiatiave, resiliency, self-assessment and a focus on leading in learning.

HARBINS ELEMENTARY
LSPI Continued

Cindy K Truett, ***Principal*** Dr. John Green, ***Area Superintendent***

2010-2011 Long Term Goals and Objectives

Goal: We will provide a balanced approach to K-5 literacy instruction and learning opportunities, which include reading, writing, listening, speaking and viewing and are integrated across content areas. We will utilize research-based instructional practices, informed by effective and frequent assessment of student learning. We will know our students well and use what we know about their learning to guide and improve instruction, as well as increase academic rigor, engagement, and achievement for all students in all subgroups. All teachers will utilize a balanced model of literacy instruction through Reader's and Writer's Workshop. This model includes a mini-lesson, guided practice, independent practice, conferring, sharing, and summarizing. Students will be equipped to use their literacy skills to effectively demonstrate their learning and to access, comprehend, synthesize, analyze, and summarize information. Evidence of this work will be collected in student electronic portfolios developed in grades K-5.

Objective: Harbins Elementary School will increase academic performance in Reading/English Language Arts and Writing for students in all subgroups to meet or exceed annual targets through daily guided reading, reading workshop, writing workshop, daily grammar lessons, AKS/CQI, technology integration, integration of content, collaborative planning, vocabulary development and comprehension strategy instruction and assessment.

Goal: We will provide an integrated approach to K-5 science and social studies learning opportunities, which include analysis of data, research, maps, graphs, charts, diagrams and synthesis of information. We will utilize research-based instructional practices, informed by effective and frequent assessment of student learning. We will know our students well and use what we know about their learning to guide and improve instruction, as well as increase academic rigor, engagement, and achievement for all students in all subgroups. Students will use technology to demonstrate their learning in science and social studies through student electronic portfolios that will demonstrate cumulative learning of students in grades K-5.

Objective: Harbins Elementary School will increase academic performance in science and social studies for students in all subgroups to meet or exceed annual targets through hands-on investigations, science journals, social studies theme instruction, content vocabulary development, content integration of science and social studies instruction in math and literacy, technology integration, collaborative planning, student project and portfolio development and integrated instructional units at each grade level.

HARBINS ELEMENTARY
LSPI Continued

Cindy K Truett, ***Principal*** Dr. John Green, ***Area Superintendent***

2010-2011 Long Term Goals and Objectives

Goal: We will provide personalized K-5 mathematics instruction grounded in research-based instructional practices and informed by effective and frequent assessment. A balanced numeracy model will be utilized for K-5 mathematics instruction and learning opportunities, which includes small group, differentiated mathematics instruction. This model includes whole group instruction, guided math in small groups, independent practice, and writing about mathematics. We will expect our students to compute and problem solve at higher levels than they are currently performing. We will know our students well and use what we know about their learning to guide and improve instruction, as well as increase academic rigor, engagement, and achievement for all students in all subgroups. Students will be equipped to use their mathematics skills to generalize their mathematics learning to multiple applications across content areas and contexts. Evidence of this work will be collected in student electronic portfolios developed in grades K-5.

Objective: Harbins Elementary will increase academic performance in mathematics for all students in all subgroups to meet and exceed annual targets through collaborative planning with grade level teachers, ESOL teachers and special education teachers, targeted interventions, use of exemplars and problem solving strategies, small group guided math instruction, calendar, technology integration, model classrooms, peer observations, instructional coaching, and vocabulary development.

HARBINS ELEMENTARY
LSPI Continued

Cindy K Truett, ***Principal*** Dr. John Green, ***Area Superintendent***

Schools Goals - HARBINS ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Excellence in Mathematics for All Students	We will provide personalized K-5 mathematics instruction grounded in research-based instructional practices and informed by effective and frequent assessment. A balanced numeracy model will be utilized for K-5 mathematics instruction and learning opportunities, which includes small group, differentiated mathematics instruction. This model includes whole group instruction, guided math in small groups, independent practice, and writing about mathematics. We will expect our students to compute and problem solve at higher levels than they are currently performing. We will know our students well and use what we know about their learning to guide and improve instruction, as well as increase academic rigor, engagement, and achievement for all students in all subgroups. Students will be equipped to use their mathematics skills to generalize their mathematics learning to multiple applications across content areas and contexts. Evidence of this work will be collected in student electronic portfolios developed in grades K-5.	2010-11	2014-15
Archer Cluster Instructional Goal	Archer Cluster writing, math, science, and social studies teachers will meet vertically to collaborate and implement the Quality Plus Teaching Strategies, to align and ensure learning expectations are consistent across grade levels, to analyze student achievement data to determine student strengths and weaknesses and to employ strategies to eliminate any achievement gaps, and to evaluate the impact of vertical teaming on student achievement.	2010-11	2014-15
Excellence in Literacy for All Students	We will provide a balanced approach to K-5 literacy instruction and learning opportunities, which include reading, writing, listening, speaking and viewing and are integrated across content areas. We will utilize research-based instructional practices, informed by effective and frequent assessment of student learning. We will know our students well and use what we know about their learning to guide and improve instruction, as well as increase academic rigor, engagement, and achievement for all students in all subgroups. All teachers will utilize a balanced model of literacy instruction through Reader's and Writer's Workshop. This model includes a mini-lesson, guided practice, independent practice, conferring, sharing, and summarizing. Students will be equipped to use their literacy skills to effectively demonstrate their learning and to access, comprehend, synthesize, analyze, and summarize information. Evidence of this work will be collected in student electronic portfolios developed in grades K-5.	2010-11	2014-15

HARBINS ELEMENTARY
LSPI Continued

Cindy K Truett, ***Principal*** Dr. John Green, ***Area Superintendent***

Goal Title	Goal	Start School Year	End School Year
Excellence in Science and Social Studies for All Students	We will provide an integrated approach to K-5 science and social studies learning opportunities, which include analysis of data, research, maps, graphs, charts, diagrams and synthesis of information. We will utilize research-based instructional practices, informed by effective and frequent assessment of student learning. We will know our students well and use what we know about their learning to guide and improve instruction, as well as increase academic rigor, engagement, and achievement for all students in all subgroups. Students will use technology to demonstrate their learning in science and social studies through student electronic portfolios that will demonstrate cumulative learning of students in grades K-5.	2010-11	2014-15
Student Leadership	The students and staff at Harbins will develop a culture of principle-centered and personal leadership. Students and staff will exhibit a growth mindset focused on continuous learning that promotes a strong sense of self-efficacy, initiative, resiliency, integrity, self-confidence, goal setting, collaboration and community service.	2010-11	2014-15

Annual Objective

Harbins Elementary School will increase academic performance in Reading/English Language Arts and Writing for students in all subgroups to meet or exceed annual targets through daily guided reading, reading workshop, writing workshop, daily grammar lessons, AKS/CQI, technology integration, integration of content, collaborative planning, vocabulary development and comprehension strategy instruction and assessment.

Associated Goals

Goal: Excellence in Literacy for All Students

Implementation Design

Literacy Framework Implementation

All certified staff will implement daily guided reading instruction with reading materials on each student's reading level.

Common comprehension strategies will be taught and assessed at every grade level. Students will participate daily in comprehension instruction. School-wide comprehension instruction will be provided through Rock-n-Roll Readers activities each month. Inquiry circles will become part of the reading workshop time.

Principal's Book of the Month will be utilized as a mentor text to teach comprehension strategies and model integration of content areas during reading instruction.

Comprehension, fluency and reading level assessments will be used for every student at every grade level and posted in the Kid Talk data profile.

Writing Workshop will continue to be implemented in every classroom. All students will receive instruction and be assessed in the following genres: Narrative, Response to Literature, Persuasive and Informational.

Fourth and Fifth grade teachers will utilize the instructional strategies in writing workshop learned from Kevin Raczynski. Fifth grade students will participate in 2 months of cafeteria writing from January-February.
Grade level teachers will collaborate weekly to plan for AKS/CQI and literacy instruction.

The special education teachers will participate in peer observations and coaching time with the literacy instructional coach and literacy learning lab teacher for a minimum of 4 times per month.

Special Education Interrelated teachers will continue to serve special education students using an inclusion model and will collaboratively plan with those classroom teachers.

All certified staff are required to participate in a minimum of bi-monthly professional development sessions in implementing research-based practices in literacy.

Regular education and special education teachers attended the Archer Cluster and Gwinnett County literacy institute and will implement these practices in their individual classrooms in 2010-2011 and redeliver to their colleagues.

All special education and ESOL students will participate in 3 sessions in literacy on Successmaker each week during class and/or during morning Success Lab time. All special education and ESOL students will participate with regular education students during AKS/CQI lessons daily. All special education and ESOL students will receive small group instruction daily in literacy.

EIP services will be offered daily to students scoring level 1 or low level 2 scores on the CRCT.

After school tutoring will be offered in the fall and spring. After school writing interventions will be offered to 5th grade students from January-March.

All students will receive literacy instruction through the integration of technology utilizing the ActivBoards, Classroom Response Systems, Successmaker and Document Cameras.

Certified Staff members with ActivBoards in their classrooms will conduct grade level professional development to share plans for integrating the use of ActivBoards in literacy instruction.

The technology specials teacher will integrate literacy instruction at all grade levels during her daily lab lessons.
Parent Workshops will be offered 2 times per year in addition to our Instructional Fair where parents learn about effective ways to support student learning at home.

SD: Literacy Institute

The Summer Literacy Institute is an intensive FIVE days of hands-on Reading and Writing workshop experience for teachers. During this time, K-12 teachers receive input from nationally recognized literacy leaders and published authors through keynote addresses as well as one-on-one discussion. Additionally, teachers participate in model classroom experiences and grade level collaborative groups and observe teacher leaders modeling best practices in student institutes, which are held in conjunction with the teacher institute. Teachers from Harbins will attend the GCPS county level literacy institute in addition to the Archer Cluster Literacy Institute.

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.

Literacy Labs Years 1-4

Each grade level will have 1-2 model or lab literacy classrooms for modeling best practices, peer observations, instructional coaching and professional development. The participants meet after school to participate in book study and professional development in research-based practices in literacy. The learning lab teachers provide full implementation of the Harbins Literacy Framework in their classrooms.
Each grade level will have 1-3 veteran literacy learning lab teachers who provide lab/model classrooms for peer observations, collaborative planning and facilitation of professional development in research-based practices in literacy. These lab members will serve as instructional coaches and leaders at their grade levels for full implementation of the Literacy Framework. The lab teachers participate in after school book studies and professional development to study best practices in literacy instruction including reading comprehension strategies, writing workshop and instructional coaching.

SD: Literacy Labs Years 1-4

Learning Lab participants will fully implement the Harbins Literacy Framework as model classrooms. These facilitators and participants will participate in after school, in-depth study of effective literacy instruction through collaboration and book studies. The learning labs participants will be responsible for facilitating the learning of other grade level colleagues through weekly collaborative planning, release days, coaching, and peer observations. The Literacy Lab teachers will serve as instructional leaders in the implementation of the Stephanie Harvey comprehension toolkits, inquiry circles and Daily 5.

SD: Paraprofessionals Implementation of the Literacy Framework

All paraprofessionals will take an active role in supporting the classroom teachers in implementation of the Literacy Framework. They will receive a minimum of 20 hours of professional development to develop conceptual understanding of the framework components and their role in the implementation.

Staff Professional Reading/Book Study

Staff meetings will continue to be used as common learning time focused on small group book study discussions and planning for the entire instructional staff. The topic of study for 2010-2011 will focus on developing 21st Century Skills and Student Leadership. The intent is to develop strong conceptual understanding of key skill that students need to be successful in the 21st Century as well as developing and defining our vision for developing student leadership with all of our students.

SD: Instructional Staff Professional Reading Study Groups

The entire instructional staff will read and participate in a study on professional reading on 21st Century Skills and student leadership development. Faculty meetings will be used as common learning time to discuss and collaboratively plan using the strategies in the text.

Annual Objective

HARBINS ELEMENTARY
LSPI Continued

Cindy K Truett, ***Principal*** Dr. John Green, ***Area Superintendent***

Harbins Elementary will increase academic performance in mathematics for all students in all subgroups to meet and exceed annual targets through collaborative planning with grade level teachers, ESOL teachers and special education teachers, targeted interventions, use of exemplars and problem solving strategies, small group guided math instruction, calendar, technology integration, model classrooms, peer observations, instructional coaching, and vocabulary development.

Associated Goals

Goal: Excellence in Mathematics for All Students

Implementation Design

Math Learning Labs Years 1-5

Each grade level will have at least 3 model or lab mathematics classrooms for modeling best practices, peer observations, instructional coaching and professional development. They participate in after school book studies and professional development in research-based practices in math. The learning lab teachers provide full implementation of the Harbins Numeracy Framework in their classrooms.

Each grade level will have at least 3 veteran math learning lab teachers who provide lab/model classrooms for peer observations, collaborative planning and facilitation of professional development in research-based practices in math. These lab members will serve as instructional coaches and leaders at their grade levels for full implementation of the Numeracy Framework. They participate in after school book studies and professional development to study best practices in math and instructional coaching.

SD: Math Learning Labs 1-6

Learning Lab participants will fully implement the Harbins Numeracy Framework as model classrooms. These facilitators and participants will participate in after school, in-depth study of effective math instruction through collaboration and book studies. The learning labs participants will be responsible for facilitating the learning of other grade level colleagues through weekly collaborative planning, release days, coaching, and peer observations.

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 ...

Numeracy Framework Implementation

All instructional staff, including special education and ESOL teachers/staff will implement weekly instruction in problem solving using exemplars and MRT questions. Common problem solving strategies will be utilized with every student using the ROPES strategy. Students will solve exemplars weekly and use the self-assessment scale to assess progress. MRT problem solving questions will be used weekly at all grade levels. Student performance will be monitored through common assessments and data entry on the Harbins Math Profile.
All teachers will utilize rekenrek beads to assist students in developing a deeper understanding of number sense.
Grade level teachers will collaborate weekly with special education and ESOL teachers to plan for AKS/CQI and math instruction.

Additionally, the special education teachers will participate in peer observations and coaching time with the math instructional coach and math learning lab teacher for a minimum of 4 times per month.

Special Education Interrelated teachers will continue to serve special education students using an inclusion model and will collaboratively plan with those classroom teachers.

All certified staff are required to participate in a minimum bi-weekly professional development in implementing research-based practices in mathematics.

Regular education and special education teachers attended the Archer Cluster math institute and will implement these practices in their individual classrooms in 2010-2011.
All special education and ESOL students will participate in 3 sessions in math on Successmaker each week during class and/or during morning Success Lab time. All special education and ESOL students will participate with regular education students during AKS/CQI lessons daily. All special education and ESOL students will receive small group instruction daily in mathematics.

EIP services will be offered daily to students scoring level 1 or low level 2 on the CRCT in mathematics.

After school tutoring will be offered in the fall and spring.
All students will receive math instruction through the integration of technology utilizing the ActivBoards, Classroom Response Systems, Successmaker and Document Cameras.

Certified Staff members with ActivBoards in their classrooms will conduct grade level professional development to share plans for integrating the use of ActivBoards in math instruction.

The technology specials teacher will integrate math instruction at all grade levels during her daily lab lessons.
Parent Workshops will be offered 2 times per year in addition to our Instructional Fair where parents learn about effective ways to support student learning at home.

SD: Harbins Numeracy Framework

Grade level teachers will collaborate weekly with special education and ESOL teachers to plan for math instruction.

Additionally, all certified teachers will participate in peer observations and coaching time with the math instructional coach and math learning lab teacher.

All certified staff are required to participate in bi-monthly professional development in implementing research-based practices in mathematics.

Regular education and special education teachers attended the Archer Cluster math institute and will implement these practices in their individual classrooms in 2010-2011.

SD: Paraprofessionals Implementation of the Numeracy Framework

All paraprofessionals will take an active role in supporting the classroom teachers in implementation of the Numeracy Framework. They will receive a minimum of 20 hours of professional development to develop conceptual understanding of the framework components and their role in the implementation.

Annual Objective

Harbins Elementary School will increase academic performance in science and social studies for students in all subgroups to meet or exceed annual targets through hands-on investigations, science journals, social studies theme instruction, content vocabulary development, content integration of science and social studies instruction in math and literacy, technology integration, collaborative planning, student project and portfolio development and integrated instructional units at each grade level.

Associated Goals

Goal: Excellence in Science and Social Studies for All Students

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 through the Principals Book of the Month, Rock-n-Roll readers and through the implementation of Stephanie Harvey's Comprehension Toolkits. 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. Full-time science coaches worked with the summer institute participants to focus on developing instructional strategies for integrated teaching and learning. Participants in the summer school institutes will implement these strategies in their classrooms. The social studies action team will lead the implementation of integrated instruction in social studies centered around themes. Accelerated classes will continue to be offered in science in grades 4-5.

SD: Integrated Instruction in Science and Social Studies

Weekly and half day professional development sessions will include a focus on integrating science and social studies into math and literacy blocks. Teachers will learn to utilize available technology to support student learning in all content areas including Stratalogica Maps. The integration of science and social studies into literacy instruction including the reading and analysis of charts, maps, graphs, diagrams and data will be used in each classroom. Interactive technology will continue to be a viable part of the integration of content areas along with technology.

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.