



2010-2011 Local School Plan For Improvement

LSPi Objectives

December 2010

SIMPSON ELEMENTARY

Bron Schmit, *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: Simpson students will excel in both computation and problem solving so they can compute, think critically, have a deep understanding of numbers and communicate their thoughts and mathematical reasoning effectively.

Objective: Simpson Elementary will increase academic performance in mathematics for all students in grades PreK-5 (including students with disabilities) to meet and/or exceed annual targets through vertical teaming, assessment of understanding, staff development, collaborative planning and differentiation of instruction.

Goal: Through a program of balanced literacy instruction, Simpson students will acquire the knowledge to excel in all areas of literacy and apply that knowledge in every content area.

Objective: Simpson Elementary will increase academic performance in reading and writing for all students in grades PreK-5 (including students with disabilities) to meet and/or exceed annual targets through vertical teaming, content areas (Science and Social Studies), assessment of understanding, staff development, collaborative planning and differentiation of instruction.

SIMPSON ELEMENTARY

LSPI Continued

Bron Schmit, *Principal*

Dr. Gale Hey, *Area Superintendent*

Schools Goals - SIMPSON ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Excellence in Literacy	Through a program of balanced literacy instruction, Simpson students will acquire the knowledge to excel in all areas of literacy and apply that knowledge in every content area.	2010-11	2013-14
Excellence in Mathematics	Simpson students will excel in both computation and problem solving so they can compute, think critically, have a deep understanding of numbers and communicate their thoughts and mathematical reasoning effectively.	2010-11	2013-14

Annual Objective

Simpson Elementary will increase academic performance in reading and writing for all students in grades PreK-5 (including students with disabilities) to meet and/or exceed annual targets through vertical teaming, content areas (Science and Social Studies), assessment of understanding, staff development, collaborative planning and differentiation of instruction.

Associated Goals

Goal: Excellence in Literacy

Implementation Design

Develop a three year plan for an enrichment Language Arts program for students in grades 3, 4 and 5.

Gifted education teachers will develop a three year plan to create an advanced content language arts program for students in grades 3, 4 and 5 which focuses on the highest strategies of reading comprehension. In year one, they will collaborate with general education teachers to enrich and extend the AKS.

SIMPSON ELEMENTARY

LSPi Continued

Bron Schmit, *Principal*

Dr. Gale Hey, *Area Superintendent*

Develop vocabulary and word study skills of all students.

Using Rasinski's books - Building Vocabulary and Making & Writing Words, teachers will implement rigorous vocabulary instruction.

SD: Vocabulary and Greek and Latin Roots

This professional learning opportunity will focus on the latest research-based strategies, ideas and resources for teaching Greek and Latin roots and building vocabulary.

Differentiate literacy instruction through intervention/enrichment activities for all students.

Collaborative planning, coaching and staff development will provide teachers the strategies necessary to address remedial and enrichment needs. There will be emphasis on the Response to Intervention (RTI) model. Students' needs are identified through formative, interim and summative assessment data.

SD: Differentiation for All Learners II

This professional learning opportunity will focus on how to differentiate instruction to improve student achievement. Specifically, teachers will learn how to use the Response to Intervention (RTI) process to provide intervention and enrichment activities for all learners.

General education and special education teachers will collaborate to maximize student achievement.

Through weekly and quarterly collaborative planning sessions, general education and special education teachers will design, implement and assess differentiated instructional strategies for all students.

SD: Collaborative Planning

Weekly and quarterly common planning time will be provided for teachers to collaborate to plan instruction and assessment for all students in the area of literacy. Planning will be done within same grade levels, cross grade levels and between general education and special education teachers.

SIMPSON ELEMENTARY

LSPI Continued

Bron Schmit, *Principal*

Dr. Gale Hey, *Area Superintendent*

Use Readers and Writers Workshop consistently and pervasively in all classrooms.

Through collaborative planning, modeling, coaching and staff development opportunities (local and county), teachers will gain the knowledge and skills to fully implement Readers and Writers Workshop.

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: VISION 2016, PHASE 1, COHORT 2

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

SD: VISION 2016, PHASE 2

Monthly sessions to sustain and extend the learning of our balanced literacy framework acquired in Phase 1 (Cohorts 1 and 2) and the workshop models analyzed in the Summer Literacy Institute. All participants from Vision Phase 1 and the Summer Literacy Institute are strongly encouraged to attend Phase 2.

Use technology to enhance instruction

The Technology Team will provide support for consistent and pervasive use of Mimio devices in instruction. They will collaborate with all certified staff members to post individual web sites that inform parents about instruction, provide correlation to AKS, and suggest links to other resources.

SD: Mimio: Look What It Can Do!

Teachers will learn how to use the Mimio software to create lessons and integrate this technology into their AKS. They will also learn how to use Mimio View (document camera) and Mimio Vote (student response system).

Annual Objective

Simpson Elementary will increase academic performance in mathematics for all students in grades PreK-5 (including students with disabilities) to meet and/or exceed annual targets through vertical teaming, assessment of understanding, staff development, collaborative planning and differentiation of instruction.

SIMPSON ELEMENTARY

LSPi Continued

Bron Schmit, *Principal*

Dr. Gale Hey, *Area Superintendent*

Associated Goals

Goal: Excellence in Mathematics

Implementation Design

Differentiate mathematics instruction through intervention/enrichment activities for all students.

Collaborative planning, coaching and staff development will provide teachers the strategies necessary to address remedial and enrichment needs. There will be emphasis on the Response to Intervention (RTI) model. Students' needs are identified through formative, interim and summative assessment data.

SD: Differentiation for All Learners II

This professional learning opportunity will focus on how to differentiate instruction to improve student achievement. Specifically, teachers will learn how to use the Response to Intervention (RTI) process to provide intervention and enrichment activities for all learners.

SD: Math Workshop

Math Workshop will focus on the power of small group instruction in meeting the needs of all learners. This class will incorporate best practices, differentiation of instruction and student engagement. The book, "Guided Math, A Framework for Math Instruction", will be used as a resource.

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.

General education and special education teachers will collaborate to maximize student achievement.

Through weekly and quarterly collaborative planning sessions, general education and special education teachers will design, implement and assess differentiated instructional strategies for all students.

SD: Collaborative Planning

Weekly and quarterly common planning time will be provided for teachers to collaborate to plan instruction and assessment for all students in the area of mathematics. Planning will be done within same grade levels, cross grade levels and between general education and special education teachers.

SIMPSON ELEMENTARY

LSPI Continued

Bron Schmit, *Principal*

Dr. Gale Hey, *Area Superintendent*

Provide enrichment opportunities to high performing students in advanced content mathematics.

Using multiple criteria and a preponderance of evidence, we will continue to identify highest achieving math students and provide them an alternate advanced content math curriculum. In addition, gifted resource teachers will collaborate with general education teachers to provide enrichment tasks and strategies for students in the standard curriculum.

Use Gwinnett County Framework for Mathematics Instruction consistently and pervasively in all classrooms.

Teachers will provide a balanced numeracy learning environment that focuses on both procedural knowledge and conceptual understanding of mathematics.

SD: Book Study - Guided Math

Teachers will participate in a book study about consistent, regular use of small guided mathematics groups to differentiate instruction.

Use technology to enhance instruction.

The Technology Team will provide support for consistent and pervasive use of Mimio devices in instruction. They will collaborate with all certified staff members to post individual web sites that inform parents about instruction, provide correlation to AKS, and suggest links to other resources.

SD: Mimio: Look What It Can Do!

Teachers will learn how to use the Mimio software to create lessons and integrate this technology into their AKS. They will also learn how to use Mimio View (document camera) and Mimio Vote (student response system).