



2011 - 2012 Local School Plan For Improvement

LSPI Objectives

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.

2011-2012 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.

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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LSPI Continued

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2011-2012 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.

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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

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Rigorous and Challenging Problem Solving

Data from 2011 CRCT, 2010 ITBS, Math Pre Test (August 2011), and Benchmark Interim Assessments 2011-2012 will be used to identify specific math classes as well as students to target for rigorous and challenging math instruction by classroom teachers, intervention teachers, coteachers, and especially Britt's math coach. The math coach will instruct math staff development on effective Quality-Plus math teaching strategies, she will plan and facilitate math labs for K-5 grade level AKS, and she will support targeted classroom teachers in math instruction. 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 during first class period each day with specials teachers and all support teachers serving as coteachers in math classes. Balanced Numeracy will be the model for math classrooms, and technology will be used to engage students in learning math. Math manipulatives and math exemplars will be used to promote a deeper understanding for solving math problems.

SD: Co-Teaching at Britt Elementary School

Teachers who have been paired to co-teach during the 2011-2012 school year will collaborate on teaching strategies, student needs, and lesson planning.

SD: Collaborative Math Instructional Staff Development with Britt's Math Coach

Britt's Math Coach will meet weekly with all grade level math teachers to deliver math Quality-Plus Teaching Strategies which include using effective math exemplars, using math manipulatives to support K-5 AKS, implementing applicable K-5 GPS tasks, and reviewing all available math data. The recommendations of CQI and math vertical teams will be reviewed and implemented during these planning and professional learning sessions.

SD: Guided Math: A Framework for Mathematics Instruction

This book discusses a classroom-tested instructional framework that provides an environment for mathematics which supports learning, fosters mathematical thinking and understanding, and meets the needs of all students. This approach incorporates all of the same teaching philosophies used with guided reading. Guided Math will show how to effectively utilize small-group instruction, manipulatives, Math Workshop, and conferences while engaging all learners.

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.

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LSPi Continued

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SD: MATH ONLINE TUTORIALS TO IMPROVE VERTICAL ALIGNMENT - ELEMENTARY

This course is designed to provide teachers an opportunity to understand the vertical alignment in mathematics from 3th to 6th grades. Teachers could earn 1 PLU for going through the online tutorials that are provided free of charge to teachers through Online Campus. This self-paced course should conclude with vertical conversations at the local school to improve teaching and learning of Mathematics. Teachers will be required to go through the tutorials one grade level below the grade they are teaching and one grade level above the grade they are teaching.

SD: MATH-SCIENCE STAFF DEVELOPMENT [ES]

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, vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and integrates the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for elementary school teachers.

SD: South Gwinnett Cluster Math Vertical Team

The purpose of the South Gwinnett Cluster Vertical Team will be to increase academic performance in the area of Mathematics for all students in the South Gwinnett Cluster. All students in all subgroups will meet and/or exceed annual targets/objectives as measured by local, national, and world-class standards/assessments. Teachers, instructional coaches, and administrators from the seven South Gwinnett Cluster schools will engage in learning, the analysis of data, and collaboration through technology and a consistent and pervasive use of the Quality-Plus Teaching Strategies.

SD: Teach Like a Champion Book Study

Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. These powerful techniques are concrete, specific, and easy to put into action the very next day.

SD: Technology Application Redux

Class participants will learn how to use Mimio bars, create Mimio lessons personalized for their grade level's instruction, and use Mimo lessons that are available to use for engaging instruction. Participants will also select, using a survey, other technology applications to learn.

BRITT ELEMENTARY

LSPi Continued

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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 vocabulary skills by using effective building vocabulary instructional strategies which include Greek and Latin Root Words in grades three through five. Britt's Hats Off to Literacy incentive program will continue for all Britt students K-5. Every Britt student will spend the last 15 minutes of each school day reading during BRITT Time. Writing skills will be increased through the use of common writing prompts across grade levels, common rubrics to evaluate common writing assessments, and through Britt's Writing Boot Camp which includes students in grades K-5. Science and social studies instruction will include building vocabulary, writing in response to specific prompts as well as journaling, and reading media center books purchased to match the content AKS. Technology will be used to engage students.

SD: Analyzing Oral Reading and Student Writing to Drive Instruction 2-5

Teachers will look at patterns of responding in running records and explore implications for prompting and instruction. Teachers will also analyze student writing and develop writing instruction addressing strengths and weaknesses.

SD: Analyzing Running Records and Student Writing to Drive Instruction K-2

Teachers will look at patterns of responding in running records and explore implications for prompting and instruction. Teachers will also analyze student writing and develop writing instruction addressing strengths and weaknesses.

SD: Collaboration with Literacy Coaches to Increase Literacy

Two half time Literacy Coaches will facilitate weekly literacy staff development to meet the needs of K-2 teachers as well as 3-5 teachers. The staff development will focus on effective Quality-Plus Teaching Strategies which include Guided Reading, effective use of Running Reading Records, effective vocabulary development (including Greek and Latin Root Word development), and effective writing instructional strategies.

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SD: Differentiation: It does make a difference

Teachers in grades K-1 will delve into specific aspects of the reading process and explore how to fine-tune the instruction of small groups and independent practice to better meet the needs of their students in that area.

SD: ELEMENTARY SUMMER LITERACY INSTITUTE

Three-day conference for teachers of all content areas focusing on the appropriate implementation of literacy-rich strategies in the classroom.

SD: LANGUAGE ARTS VISION [ES]

Year-long series of sessions (one Saturday per month) to build consistent, pervasive, and rigorous literacy practices that align with our district expectations for literacy teaching and learning in all content areas.

SD: Word Study 3-5

This staff development will detail how to change from Spelling to Word Study for vocabulary development. This is a requirement for all teachers.

SD: Word Study K-2

This staff development will detail how to change from Spelling to Word Study for vocabulary development. This is a requirement for all teachers.

Annual 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.

Associated Goals

Goal: All students prepared for post secondary education

Implementation Design

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Increase of Science Skills and Science Vocabulary

Students at Britt Elementary School will increase their science skills and science vocabulary through hands on science labs, writing using common science writing prompts 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 , and by using Greek and Latin Root words to develop a more extensive understanding of science vocabulary.

SD: ACCELERATED SCIENCE TEACHERS COHORT

After-school sessions have the primary goal of increasing student performance in accelerated science courses as the participation continues to increase. The training will explore the complexity of our current grade level AKS standards, examine the accelerated standards; providing strategies for teaching them. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for accelerated teachers.

SD: MATH/SCIENCE STAFF DEVELOPMENT - ELEMENTARY

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: 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. 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 team will be charged with re-delivery and sharing instructional strategies learned with teachers in their schools. Administrators at the local schools will observe teachers using science instructional strategies during classroom observations. 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.

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SD: Teaching Gifted Students in the Regular Classroom Book Study

Advanced Content and Cluster teachers of gifted students will discuss how to differentiate for all gifted and high achieving students in their classrooms. This book provides proven, practical, easy-to-use techniques to use in the regular classroom. Each chapter presents specific strategies that can be used immediately. It shows how to compact the curriculum, create learning contracts, design independent studies, and evaluate the work of the gifted student.

SD: Technology Application

Class participants will learn how to use Mimio bars, create Mimio lessons personalized for their grade level's instruction, and use Mimo lessons that are available to use for engaging instruction. Participants will also select, using a survey, other technology applications to learn.