



2010-2011 Local School Plan For Improvement

LSPI Objectives

December 2010

HARRIS ELEMENTARY

Lauri L Burton, *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: K-5 students at B. B. Harris Elementary will leave elementary school with the ability to become scientific thinkers and critical problem solvers.

Objective: B. B. Harris will increase academic performance in Science for all students and subgroups to meet and/or exceed baseline targets through collaborative planning with classroom teachers, Science specials' class, targeted interventions, inquiry-based lessons, and vocabulary development.

Goal: K-5 students at B. B. Harris Elementary will leave elementary school with the ability to meet and exceed reading and writing standards in order to enhance their educational experience and become proficient readers and writers.

Objective: B. B. Harris will increase academic performance in the area of Reading and Writing Literacy for all students and subgroups to meet and/or exceed annual targets through collaborative planning, inclusion model of instruction, targeted interventions, professional learning, direct reading instruction (Balanced Literacy Model), Writers Workshop, and vocabulary development.

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LSPI Continued

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Dr. Gale Hey, *Area Superintendent*

2010-2011 Long Term Goals and Objectives

Goal: K-5 students at B. B. Harris Elementary will leave elementary school with the ability to use high order mathematical skills and processes in order to enhance their educational experience and demonstrate proficiency in mathematical concepts.

Objective: B. B. Harris will increase academic performance in the area of Mathematics for all students and subgroups to meet and/or exceed annual targets through collaborative planning, targeted interventions, professional learning, and targeted problem solving and critical thinking skills.

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LSPI Continued

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Schools Goals - HARRIS ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
Grades K-5 Literacy Skills	K-5 students at B. B. Harris Elementary will leave elementary school with the ability to meet and exceed reading and writing standards in order to enhance their educational experience and become proficient readers and writers.	2010-11	2013-14
Grades K-5 Math Skills	K-5 students at B. B. Harris Elementary will leave elementary school with the ability to use high order mathematical skills and processes in order to enhance their educational experience and demonstrate proficiency in mathematical concepts.	2010-11	2013-14
Grades K-5 Science	K-5 students at B. B. Harris Elementary will leave elementary school with the ability to become scientific thinkers and critical problem solvers.	2010-11	2013-14

Annual Objective

B. B. Harris will increase academic performance in the area of Mathematics for all students and subgroups to meet and/or exceed annual targets through collaborative planning, targeted interventions, professional learning, and targeted problem solving and critical thinking skills.

Associated Goals

Goal: Grades K-5 Math Skills

Implementation Design

Classroom Discussions: Using Math Talk to Help Students Learn

All student subgroups will be targeted for Guided Math

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LSPI Continued

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Differentiating Instruction through Guided Math

This year long experience is designed to develop strategies to meet the needs of the students in our cluster.

SD: DULUTH: CLUSTER-WIDE ACHIEVEMENT AND TEACHING STRATEGIES (CATS)II

This year-long experience is designed to develop strategies to meet the needs of the students in our cluster. Sessions will be focused on teaching and learning strategies for Reading/Literacy and Math. Subject area integration will include Science and Social Studies instruction. Teachers and staff will share strategies from fellow teachers, administrators, and guest speakers. Some of these speakers will include cluster subject area specialists as well as GCPS Curriculum Coordinators. Teacher leadership is a strong component of the success of the vertical team concept. Teacher leaders will meet regularly throughout the year to build leadership skills during separate book study and mentoring sessions. A major concurrent component of the cluster vertical teaming will be the advancement of instructional strategies specifically targeted to address differentiation strategies for acceleration of students who display the need for advancement either through the gifted program or through ESL instruction. As a cluster we will train teachers at every school to implement these strategies and to redeliver the strategies to other teachers and staff at our schools.

Individual Math Exemplar Books

Students will be provided individual Math Exemplar books with several pre-selected exemplars. This will allow teachers to have immediate access to several exemplars and will give students the opportunity to work on various stages of exemplars both in class and at home.

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LSPI Continued

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Math Instruction for SWD

Teachers who teach in our special education classrooms will receive additional support and assistance for math instruction for students with disabilities. Training, peer collaboration, and observations will be used to increase the achievement for students in these classrooms.

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: Using the MOCC site to Improve Math for SWD

We will provide additional training for our special education teachers in using the MOCC site for strategies teaching math.

Planning for Success with Guided Math

During Collaborative Planning sessions, we will provide instruction for Guided Math. Our Instructional coach will also assist in observations and reflective discussions.

SD: Planning for Success with Guided Math

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Response to Intervention in Math

All subgroups needing interventions will be targeted.

Annual Objective

B. B. Harris will increase academic performance in the area of Reading and Writing Literacy for all students and subgroups to meet and/or exceed annual targets through collaborative planning, inclusion model of instruction, targeted interventions, professional learning, direct reading instruction (Balanced Literacy Model), Writers

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LSPI Continued

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Workshop, and vocabulary development.

Associated Goals

Goal: Grades K-5 Literacy Skills

Implementation Design

Balanced Literacy - Continuing the Work with Guided Reading and Writing

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.

SD: DULUTH: CLUSTER-WIDE ACHIEVEMENT AND TEACHING STRATEGIES (CATS)II

This year-long experience is designed to develop strategies to meet the needs of the students in our cluster. Sessions will be focused on teaching and learning strategies for Reading/Literacy and Math. Subject area integration will include Science and Social Studies instruction. Teachers and staff will share strategies from fellow teachers, administrators, and guest speakers. Some of these speakers will include cluster subject area specialists as well as GCPS Curriculum Coordinators. Teacher leadership is a strong component of the success of the vertical team concept. Teacher leaders will meet regularly throughout the year to build leadership skills during separate book study and mentoring sessions. A major concurrent component of the cluster vertical teaming will be the advancement of instructional strategies specifically targeted to address differentiation strategies for acceleration of students who display the need for advancement either through the gifted program or through ESL instruction. As a cluster we will train teachers at every school to implement these strategies and to redeliver the strategies to other teachers and staff at our schools.

SD: Refining the work with Balanced Literacy

During Collaborative Planning sessions, we will provide additional training in Reader's Workshop and Writer's Workshop. We will also provide multiple opportunities for observations and reflections.

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.

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LSPI Continued

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SD: Working on the Work

Focusing on the book and videos "The Daily Five," an optional book study will be offered to the staff. The Daily Five focuses on teaching students the skills they need to become independent readers and writers. Teachers are provided a framework of strategies that help them examine the quality and rigor of the work they are assigning.

Best Practices in the Content Areas

Teachers will meet and discuss ways to increase content area skills through the use of Best Practices such as Quality Plus Teaching Strategies and Higher Order Thinking Skills. Lessons will be planned and shared to maximize instruction to improve student achievement.

Depth of Knowledge

Staff will use the Depth of Knowledge model to increase the complexity of cognitive processing tasks in instruction and on assessments.

SD: Depth of Knowledge

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Meeting the Reading and Writing Literacy needs for our students.

This year long experience is designed to develop strategies to meet the needs of the students in our cluster.

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Annual Objective

B. B. Harris will increase academic performance in Science for all students and subgroups to meet and/or exceed baseline targets through collaborative planning with

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LSPI Continued

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classroom teachers, Science specials' class, targeted interventions, inquiry-based lessons, and vocabulary development.

Associated Goals

Goal: Grades K-5 Science

Implementation Design

Depth of Knowledge

Staff will use the Depth of Knowledge model to increase the complexity of cognitive processing tasks in instruction and on assessments.

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LSPI Continued

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Instruction in Science

Teachers will receive additional support and assistance for science instruction for all students with disabilities. Training, peer collaboration, and observations will be used to increase the achievement for all students.

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Science Lab

Students in Grades K-5 will participate in the Science Lab with their teacher 3-4 times each quarter.

Science Special

Student in grades K-5 will participate in a year long science specials' class with the Science Specialist