



# 2017 - 2018

## Local School Plan for Improvement

### Annistown Elementary School

Steve Frandsen, *Principal*

Dr. Lavern Rush, *Assistant 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.

#### • Long Term Goal

By the 2020-2021 school year, all Annistown students will increase in student achievement in English Language Arts (Reading, Writing, and Grammar) by increasing the percentage of the students achieving in the proficient or distinguished performance level on the Georgia Milestones by 40%. Additionally, we will increase the percentage of the students achieving in the distinguished performance level on the Georgia Milestones by 20%.

#### o Annual Goal

Annistown Elementary will increase academic performance in Language Arts. Students will meet the following goals in grades 1-2 as measured by the Post District Assessments/SPG and in grades 3-5 as measured by the GMAS in the areas of English Language Arts:

Grade 1: Increase the percentage of students scoring Proficient/Distinguished in the ELA SPG/DA from 60% to 70% or more.

Grade 2: Increase the percentage of students scoring Proficient/Distinguished in the ELA SPG/DA From 55% to 65% or more.

Grade 3: Increase the percentage of students scoring Proficient/Distinguished in the ELA GMAS from 29% to 39% or more.

Grade 4: Increase the percentage of students scoring Proficient/Distinguished in the ELA GMAS from 40% to 50% or more.

Grade 5: Increase the percentage of students scoring Proficient/Distinguished in the ELA GMAS from 30% to 40% or more.

#### Implementation Design

##### • Building Parent Capacity

Throughout the year we will hold parent workshops and provide materials that will familiarize parents with the AKS, teaching and assessment strategies that can supported at home, and resources available to parents that build their capacity to support their students' education. In addition, the school will regularly communicate with parents individual student's progress on Formative/Summative assessments. We also have a transition workshop for parents of students entering Kindergarten.

##### • Collaborative Planning

Teachers will participate in weekly Collaborative Planning Meetings with District Specialists, local school coaches and administrators to ensure that activities are aligned with the standards, the assessments, and that the Quality Plus Teaching Strategies are being utilized. Engagement in and monitoring of collaborative planning will be practiced on a consistent basis by the administrative team.

##### • Extended Learning Time

Students will have the opportunity to participate in extra sessions focused on remediation of Language Arts skills.



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- **Literacy in content areas**

Teachers will integrate Reading & Writing through all content areas utilizing all available resources, including technology resources.

- **Reader's and Writer's Workshop**

Teachers will meet the needs of individual students by implementing Reader's and Writer's Workshop with fidelity throughout the year. Continued training, coaching, and monitoring, led by District Specialists, local school coaches and administrators, will occur throughout the year to ensure full implementation.

- **Staff Development**

Staff will participate in on-going, embedded, professional development throughout the year led by District Specialists, local school coaches and administrators that is focused on our implementations.

- **Long Term Goal**

By the 2020-2021 school year, all Annistown students will increase in student achievement in Math by increasing the percentage of the students achieving in the proficient or distinguished performance level on the Georgia Milestones by 40%. Additionally, we will increase the percentage of students achieving in the distinguished performance level on the Georgia Milestones by 20%.

- o **Annual Goal**

Annistown Elementary will increase academic performance in Math. Students will meet the following goals for grades 1-3 as measured by the Post District Assessments/SPG and grades 3-5 as measured by the GMAS in the areas of Math:

Grade 1: Increase the percentage of students scoring Proficient/Distinguished in the MA SPG/DA from 85% to 95% or more.

Grade 2: Increase the percentage of students scoring Proficient/Distinguished in the MA SPG/DA from 75% to 85% or more.

Grade 3: Increase the percentage of students scoring Proficient/Distinguished in the MA GMAS from 45% to 55% or more.

Grade 4: Increase the percentage of students scoring Proficient/Distinguished in the MA GMAS from 48% to 58% or more.

Grade 5: Increase the percentage of students scoring Proficient/Distinguished in the MA GMAS from 31% to 41% or more.

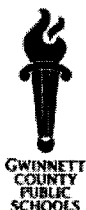
### Implementation Design

- **Building Parent Capacity**

Throughout the year we will hold parent workshops and provide materials that will familiarize parents with the AKS, teaching and assessment strategies that can be supported at home, and resources available to parents that build their capacity to support their students' education. In addition, the school will regularly communicate with parents individual student's progress on Formative/Summative assessments.

- **Collaborative Planning**

Teachers will participate in weekly Collaboration Meetings with District Specialists, Local School Coaches and Administrators to ensure that activities are aligned with the standards, the assessments, and that the Quality Plus Teaching Strategies are being utilized. Engagement in and monitoring of collaborative planning will be practiced on a consistent basis by the administrative team.



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- **Common Assessments**

Teachers and Math Coach will refine Common Assessments in each grade level. Teachers and Administration will review common assessments and GCPS interims frequently to identify any trends or corrections needed throughout the year. Formative and summative assessments will be used during collaborative planning to address the instructional needs of students.

- **Constructed Response**

Teachers will research, develop, and utilize questions that require constructed responses. This will be done during collaborative planning and professional development sessions.

- **Extended Learning Time**

Students will participate in extra sessions focused on math remediation

- **Math Workshop**

Teachers will differentiate instruction to meet individual student needs by implementing the Math Workshop throughout the year. Teachers will utilize available resources, including technology resources in their implementation. Continued training, coaching, and monitoring led by District Specialists, local school coaches and administrators will occur throughout the year to ensure full implementation.

- **Staff Development**

Staff will participate in on-going, embedded, professional development throughout the year led by District Specialists, local school coaches and administrators that is focused on our implementations.

- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in the Parent Involvement Policy and School/Parent Compact.