

# Annistown Elementary School

2010 - 2011

# Annistown Elementary School Title One Updated Schoolwide Plan Narrative 2010 -2011

## **Schoolwide Planning Component 1:** *A comprehensive needs assessment of the entire school.*

In developing the Schoolwide Title I Needs Assessment, the Title I committee reviewed the following data:

- Non-academic data including:
  - Class Size Data
  - Student Attendance – Absent over 15 days
  - Student Ethnicity
  - Socio Economic Data – Free and Reduced Lunch Rate
  - Surveys – Parents, Students, Staff
  - Current Class Schedules
  - ESOL: PHLOTE Trends
  
- AYP for the 2010 Performance Year Attendance
  - Reading/Language Arts 2010 CRCT Scores
  - Math 2010 CRCT Scores
  - Science 2010 CRCT Scores
  - Historical three year trends for all subgroups in Reading and Math
  - Review of students exceeding the standards
  
- Local School Assessment Data
  - Accelerated Reader Program Reports
  - Accelerated Math Program Reports
  - Fountas & Pinnell Running Records
  - StART Class Profiles
  - SuccessMaker: Strand Scores, Prescriptive Schedules, class performance summaries
  - Classroom Profile Data Sheets
  - Teacher RBES results
  
- Other Assessment Data
  - Gateway Test scores for 4<sup>th</sup> Grade
  - Gateway: Three year trend data in Reading and Math
  - ITBS results: Reading, Language Arts and Math, 2009-10
  - Fifth Grade Writing Assessment
  - Interim scores
  - ESOL: ACCESS and WAPT Scores
  
- Data was also gathered from the following on-line resources:
  - Local School Plan for Improvement
  - My Students and My School
  - Elements
  - School Reports RBES Notebook
  - Local School Accountability Report

Mathematics is an essential skill for life and is a critical instructional area for all students. Annistown Elementary School has made remarkable gains since last year's administration of the CRCT with a pass rate of 87.9% in 2010 from 81% in 2009. The expectation was for each of the lowest performing sub-groups (SWD, White, and ELL) to show a 10% gain. It was also expected that students that are FAY (meets and exceeds) students will also increase by 10% with a 5% increase in the "exceeds" range. The SWD subgroup has met the goal by showing a 10% gain according to the Spring administration of the CRCT from 50% to 63% of students making the bar. The scores include all SWD students including zoned students (students that do not attend Annistown). If we were to look at only the SWD subgroup of students that actually attend Annistown, the results are even more positive. Scores indicate that students attending Annistown in the SWD subgroup saw a 51% increase in achievement from the previous year from a 42% pass rate to a 92% pass rate! Our White subgroup increased in scores by 25% from a 65% pass rate to 90.5%. Our ELL sub-group increased by 18.6% from a 60% pass rate to 78.6%. Our goal for our "meets and exceeds" subgroup was to increase in scores by 10%. Our overall AYP report shows a 6.9% increase in math achievement although the goal of a 10% increase was desired. Students performing in the "exceeds" level showed increased scores from 34.4% to 37.1%, an increase of 2.7%.

Several programs were implemented to support the improvements. A program by the name of "March Madness" was introduced to provide students performing below grade level in math additional support during the month of March. Students were given daily practice in their weakest areas for a 45 minute segment with our reading and math specialists providing instruction. In addition, teachers were provided opportunities to work with a math coach to provide assistance with their instruction. This program proved to be very successful as scores continued to improve. All teachers were asked to attend the GCPS Math professional development class to learn new skills and improve current skills. To assist our SWD sub-group, students were served in a collaborative setting between the resource and regular Ed. teachers. This program proved to be very successful as Special Education students were immersed in grade level material. Optimal use of Student Data Notebooks substantiated our success as students were aware of their individual data and strived to make improvements based on that data. Additionally, student-led conferences provided additional support to our achievement by parental involvement and student awareness. In addition to SuccessMaker, students also had the opportunity to use the computerized version of "Study Island," which provided students the opportunity to practice and master math skills. As a professional learning community, we will continue to closely monitor the results of all students at Annistown Elementary by analyzing performance measures and data and adjusting both instruction and professional learning opportunities. We will strive to become more proficient so that our students will continue to exceed standards.

Currently, the NCS Learn SuccessMaker program and the Study Island computer program are two programs that ensure success in building mathematical skills – both computational and problem solving. The Success Maker program is used with students in grades K – 5 and Study Island is employed by our students in grades 3-5. Additionally, the Accelerated Math, BrainPop, BrainPop, Jr., Quizlist, TimezAttack, and Education City will be utilized with students in grades K – 5.

Research indicates that a child's **reading** ability directly impacts a child's overall well-being and academic success. Though the test scores in the area of reading were above and beyond the passing rate for AYP, we are happy to report Annistown students continue to excel in the area of reading. Spring percentages for the AYP grade levels indicate a pass rate of 92.3%, a 1.3% increase from the previous year. Our lowest performing sub-groups SWD and ELL also showed significant growth. Our SWD students passed the CRCT with a 73.6% pass rate (absolute bar) and increased their scores by 2.6%. ELL students passed the CRCT with an 84.5% pass rate (absolute bar) which is an 8.5% increase in scores. Although the goal of showing a 10% increase was not met, the scores are in an acceptable range. Advances were also made in the "exceeds" level from 26% to 27%. Overall students performed well on the 2010 administration of the CRCT. We contribute this success to the many programs offered at Annistown. "March Madness," a 45 minute program that provided students who

performed below 70% on the interim assessments were provided additional assistance. Students received this assistance daily from the reading specialist and EIP teachers providing special attention to areas of weakness provided strategies for success. Students also kept their data in "Data Notebooks" which they shared at Student-led Conferences. This process helped to increase parental involvement and attendance at conferences. Teachers had the opportunity to receive assistance from a reading coach where they were taught strategies for success. Additionally, reading coaches observed teachers during instruction and provided feedback for improvement. Data was analyzed each quarter and used to group students by ability level. Differentiated instruction was used to ensure students were receiving proper instruction according to their areas of need. EOY reading levels (Fountas and Pinnell) indicated an increase throughout the school year. Scores indicate that 85% of students are on grade level in reading. Teachers received staff development in the areas of reading and writing to provide additional strategies to promote student success.

Writing provides students with a creative opportunity to be involved in their learning. Although considerable gains were made in the area of writing across the grade levels, local results fall slightly short of expected goals. Reading and writing are interconnected. In most cases successful and proficient readers become successful and proficient writers. Students maximize achievement by understanding and connecting the reading and writing process. Students in grade 5 performed well on the Georgia Writing Assessment with 83% of our students performing in the meet/exceeds range which is 10% above state average of 73%. As a professional learning community, we will continue to closely monitor the results of our students' performance in reading and adjust both instruction and professional learning opportunities. It is our goal to become more proficient so that standards are not only met, but exceeded.

Our Local **School Plan for Improvement** goals for the 2010 ~ 2011 school year will be as follows:

1. Annistown Elementary will increase academic performance in math through professional development, differentiated instruction, student data notebooks, teacher collaboration, test data analysis, and the use of math coaches. Math scores in the lowest performing subgroups will increase by 5%. Math scores in the "meets/exceeds" FAY subgroup will improve by 5% with an increase in the "exceeds" subgroup.
2. Annistown Elementary will increase academic performance in reading/language arts through teacher collaboration, student data notebooks, staff development, test data analysis, and the use of reading coaches. Scores in the lowest reading/language arts subgroups will increase by 10%. Reading/language arts scores in the "meets/exceeds" FAY subgroup will improve by 5% with an increase in the "exceeds" range. Students will improve proficiency in writing as measured by increased achievement on local assessments and the 5th grade writing test.
3. Annistown Elementary will improve academic performance in science through staff development, teacher collaboration, test data analysis and the use of a science specialist. Science scores will improve overall, particularly within the lowest subgroups. Science scores in the "exceeds" subgroup will increase by 5%.

**School wide Planning Component 2:** *Schoolwide reform strategies that provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement and use effective methods and instructional strategies that are based on scientific based research.*

As mentioned in the LSPI, Annistown Elementary School will continue to provide additional support to teachers through the use of reading and math coaches. Annistown Elementary School will also support the reduced class size model of instruction in grades K-2 to all teachers to make a stronger academic connection with their students. Therefore, a portion of our Title 1 budget is allocated to provide optimal use of instructional coaches and reduce the class sizes which will help ensure individual and differentiated learning for all students. Additionally, students in grade 5 will benefit from county allocated points to create opportunities for heterogeneous grouping in the area of math.

**MATHEMATICS AND SCIENCE**

*To ensure Annistown’s high achievement on the CRCT assessment, we will continue to do the following:*

- ❖ Students in grades K-5 will create data notebooks that will house their individual data (test scores, reading levels, discipline etc.). Students will share their data through student-led conferences.
- ❖ Teachers will analyze math scores and will use the weakest math strands to modify curriculum calendars to address student needs during a set 30- minute block of the school day (AKS/CQI). Math skills will be the focus during the second through the fourth weeks of each month.
- ❖ Math coaches will model and observe math teachers to provide useful feedback.
- ❖ EIP teachers will utilize the collaboration model to serve students scoring Level 1 in math on the CRCT.
- ❖ New teachers of math and science will be required to attend math and science staff development classes offered by GCPS.
- ❖ Students will have the opportunity to visit the science lab for hands on experiences.
- ❖ Translation services, especially during regular parent teacher conferences, will be offered to inform parents of their child’s progress in math and science.
- ❖ “Every day Counts” calendar will be utilized on a daily basis in grades K – 5 to enhance mathematical skills.
- ❖ Teachers will utilize various software programs such as Accelerated Math, BrainPop, BrainPop, Jr., TimezAttack, Study Island, SuccessMaker, and Education City to supplement classroom instruction in grades K – 5.
- ❖ Grade 5 students will be grouped into smaller heterogeneous groups for math instruction.
- ❖ Advanced Math classes will be offered to students in grade 5 to create opportunities for rigor for students who indicate the ability.
- ❖ Additional students in grades 1-5 who score in the exceeds level will be given the opportunity to participate in enrichment classes receiving instruction from the FOCUS teacher.
- ❖ Annistown Elementary will establish a Math and Science LSPI Team to oversee, guide, and support the improvement efforts in mathematics and science to include the purchase of additional materials and technology to support direct instructions as funds become available.
- ❖ Our school’s math specialist along with the principal will lead our LSPI mathematics committee. The committee will focus this school year on CRCT targeted areas. The committee will work collaboratively with the Parent Instructional Support Coordinators in the creation of Math Night activities for our school. Parents will learn about the essential AKS as well as be able to take home materials to help with children in this area.
- ❖ Teachers serving on the math LSPI committee will participate in a book study using the book, Math: Classroom discussions to help students learn, K-6.

## READING

*To ensure Annistown's high achievement on the CRCT assessment, we will continue to do the following:*

- Data will be analyzed in reading to identify strengths and weaknesses through planning sessions during common planning time.
- Teachers will analyze reading and language arts scores and will use the weakest strands to modify curriculum calendars to address student needs during a set 30- minute block of the school day (AKS/CQI). Reading skills will be the focus during the first week of each month.
- Reading coaches will model and observe reading teachers to provide useful feedback.
- EIP teachers will utilize the collaborative model to serve students scoring on Level 1 on the CRCT.
- Students in grades K-5 will create data notebooks that house all their individual data (test scores and reading levels). Students will share their data through student-led conferences.
- Reading teachers will be required to implement the guided reading approach to reading.
- Teachers will also continue to provide reading instruction focusing on different literacy strategies each week.
- Teachers in grades K-2 will implement the “Book in a Bag” reading program to provide a bridge between home and school.
- Teachers in grades K-5 will continue to utilize our Leveled Bookroom, with leveled reading materials to be checked out for classroom and small group instruction during guided reading.
- Our ESOL teacher will “push in” to classrooms to support language acquisition and build vocabulary.
- Students will be instructed in the use of various software programs such as Accelerated Reader, BrainPop, BrainPop, Jr., Quizlist Interactive, TumbleBooks, Study Island, and Education City to supplement classroom instruction in grades K – 5.
- Special education students in grades K-2 will utilize the S.P.I.R.E. software program to supplement the reading curriculum. While students in grades 3-5 will benefit from the Reading Naturally software program.
- Make and Take Parent Workshops will be offered to parents to support reading instruction at home.
- The teaching of reading is not isolated to the Literacy Block at Annistown Elementary. Reading in all content areas and the utilization of non-fiction material to help promote comprehension development is also greatly emphasized.
- Literacy Night will be offered to our families to increase parent involvement and to share reading strategies with parents.
- ❖ Annistown Elementary will establish a Reading LSPI Team to oversee, guide, and support the improvement efforts in reading to include the purchase of additional materials and technology to support direct instructions as funds become available.
- Teachers serving on the Reading LSPI team will participate in a book study using the book, The Book Whisperer.

## WRITING

*To ensure Annistown's high achievement on the CRCT assessment, we will continue to do the following:*

- ❖ In order to develop proficient writers, the writing classroom must provide students with daily opportunities for practice and experimentation in writing in a safe and nurturing environment. Therefore, at Annistown, students will be assessed with a writing benchmark each quarter. The writing piece will be graded according to a writing stage rubric.
- ❖ Teachers in grades K-5 will utilize the Six Traits of Writing program to ensure consistency in instruction.
- ❖ Annistown Elementary will provide staff development in writing to include release sessions for scoring and analyzing as well as planning future lessons. As funds become available, our school will consider sending papers to UGA for scoring feedback.

- ❖ Cafeteria Writing will become common practice during the school year for our 5<sup>th</sup> grade students. Teachers and students will meet twice a month to receive instruction on writing skills and the four different types of genre writing formats.
- ❖ Annistown Elementary will establish a Writing LSPI Team to oversee, guide, and support the improvement efforts in writing to include the purchase of additional materials and technology to support direct instructions as funds become available.
- ❖ Teachers serving on the Writing LSPI committee will participate in a book study using the book, Daily Six Traits of Writing.
- ❖ Parent Workshops will be offered to parents to support writing instruction at home.
- ❖ Translation services, especially during regular parent teacher conferences, will be offered to inform parents on their child's progress in Language Arts.
- ❖ Annistown Elementary will offer a writing remediation course to students that do not pass the Writing Assessment the first time.

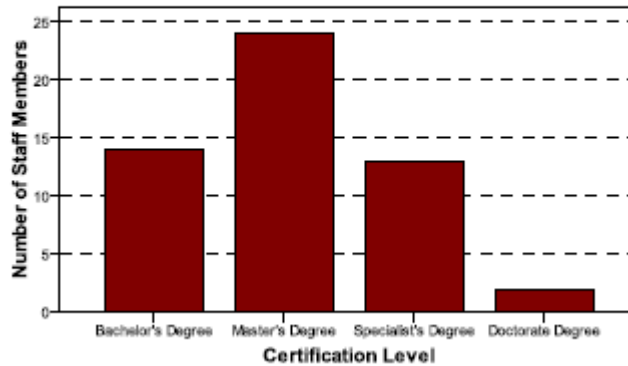
**Schoolwide Planning Component 3: Instruction by highly qualified teachers.**

At Annistown Elementary School 38 teachers hold advanced degrees with another 9 teachers currently working on advanced degrees. At the end of the 2010-2011 year, over half of our teaching staff will hold an advanced degree.

- 26% of the teaching staff holds a Bachelor's Degree
- 46% of the teaching staff holds a Master's Degree
- 25% of the teaching staff holds a Specialist Degree
- 3% of the teaching staff holds a Doctorate Degree

**Experience in Education**

**2008-09 Staff Data**  
**Staff Certification Level**



**Experience in Education**

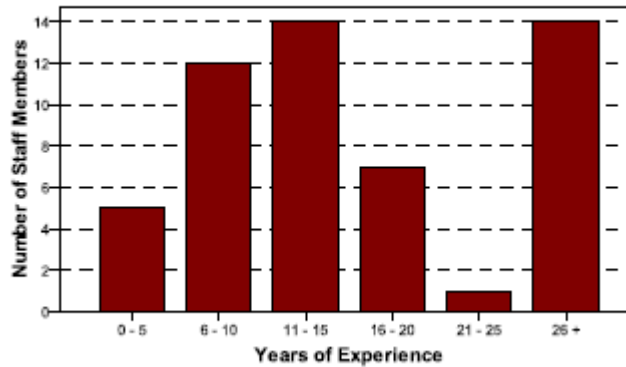


Table A: 2009 -10 Years of Experience for our teachers

OTHER CHARACTERISTICS OF ANNISTOWN ELEMENTARY STAFF INCLUDE:

- 8 Staff member holds a Teacher Support Specialist
- 5 Staff member holds a Gifted endorsement
- 5 Staff members hold an ESOL endorsement
- 2 Staff members hold a reading endorsement
- 100% of the certified Staff members have completed the 2006 state required computer technology endorsement
- 5 Staff members are CPR Certified
- 100% of the paraprofessionals hold Georgia Paraprofessional Certificates.

**Schoolwide Planning Component 3a:** *Strategies to attract high-quality highly qualified teachers to high-needs schools.*

**ACADEMIC BEST PRACTICES**

“Best practices” in the field of education have penetrated the traditional classroom. There is an influx of new information supporting how the brain processes information as well as how schools with high poverty and high minority rates can still be high performing – high achieving schools. Therefore, Annistown will continue its professional learning program which provides new teachers and veteran teachers with the latest teaching methods possible. To achieve this goal, we will:

- Provide our teachers with half-day planning sessions so that professional learning in the area of literacy and mathematics can be delivered. These planning sessions will occur three times during the school year.
- Quality Plus Teaching Strategies training has been provided to every faculty member in our building.
- In an effort to provide additional support to our new teachers, a mentoring program has been implemented and meets each month to address concerns and issues that are relevant for new teacher success. New teachers, receive their training monthly, delivered by a veteran teacher for the entire school year.
- Since it takes time for a teacher to become comfortable and proficient with the craft of teaching, Annistown provides instructional coaches in the area of reading and math. These instructional coaches model and observe their peers and provide useful feedback.
- Encourage the participation of new staff members to attend a math/science staff development class offered by GCPS to receive the most up to date strategies and skills in these content areas.
- Science is not an area that has been targeted in the past in the elementary arena. However, science education is quickly becoming an important area of our curriculum to help further advance our society. Therefore, to help prepare ourselves for the possible requirement of Science achievement on the CRCT, Annistown Elementary will:
  - Implement a Science Special for students in grades K- 5 creating hands-on learning opportunities for students in grades 1–5.
  - Provide collaboration time for the Science Specials teacher to meet with regular education teachers in grades 1-5.

In an effort to attract highly qualified teachers, Annistown Elementary School:

- Participates in the system level job fair and recruitment opportunities provided by the Department of Human Resources
- Provides an on-going New Teachers Induction Program for all new teachers
- Provides interviews and tours of Annistown to prospective teachers
- Sets aside a specific time each day for members of each grade level to meet as a group for planning purposes and collaboration opportunities
- Provides on-going professional learning in areas of need.
- Provides assistance from the administrative team, Assistant Principal for Title I, coaches and lead classroom teachers at every grade level.

**Schoolwide Planning Component 4:** *High quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.*

**MATHEMATICS AND SCIENCE:**

- ❖ During Pre-planning week planning sessions, CRCT results were shared with all the teachers. Strengths and weaknesses were discussed with each grade level. From this activity, the CQI curriculum calendars were created with continued focus on mathematical skills as determined by CRCT test results. Teachers will continue to meet regularly to update and adjust the instructional calendar that highlights essential math AKS as well as analyze benchmark data; this will promote consistency and provide flexibility for accelerating students who are beyond a particular skill as well as allow remediation for others.
- ❖ Half day planning sessions for teachers to collaborate during planning as well as construct their RBES goals will also be offered. Teachers will participate in a data analysis of national, state, county and local school assessments to help determine Annistown's strengths and weaknesses. Feedback will be used to help construct our Local School Plan for Improvement.
- ❖ Teachers have been given math and science instructional calendars to adhere to throughout the school year to ensure accurate pacing and implementation of the AKS.
- ❖ Scheduled planning sessions will be held four times throughout the year to create collaboration opportunities for grade level teams with the science specialist.
- ❖ A professional learning session will also be offered to teachers in grades K-2 which will focus on the creation and effective use of Math Centers in the classroom.

Professional Learning includes:

- Math Coach utilization
- Resource and Regular Education teacher collaboration
- Math-Science Staff Development –ES (County) (new teachers)
- In-school Science Instructional Support
- Peer observation opportunities for regular education and special education teachers
- Response to Intervention Training ~ County Course
- Technology in Math / Science ~ Local School Course
- Vertical planning opportunities
- Book Study ~ Classroom Discussions: Using math talks to help students learn K-6
- Quality Plus Teaching Strategies and Instructional Calendars utilization

**READING:**

- ❖ During Pre-planning week planning sessions, CRCT results were shared with all the teachers. Strengths and weaknesses were discussed with each grade level creating instructional opportunities for enrichment and remediation as needed.
- ❖ Throughout the school year, teachers will be provided data days to analyze benchmark data to create remediation and enrichment opportunities.
- ❖ Half day planning sessions for teachers to collaborate during planning as well as construct their RBES goals will also be offered. Teachers will participate in a data analysis of national, state, county and local school assessments to help determine Annistown's strengths and weaknesses. Feedback will be used to help construct our Local School Plan for Improvement.
- ❖ Quality Plus Teaching Strategies are emphasized in all curriculum areas; previewing of essential vocabulary and skills is directly addressed by ESOL and EIP teachers "pushing-into" the classroom to help support direct instruction.

- ❖ Our literacy coaches assist our staff with professional learning activities that focus on running records, developing literacy centers, implementing reader's workshop activities, use of word walls, developing classroom libraries, and incorporating information learned in book studies.

Professional Learning includes:

- Classes taught by the reading / language arts coaches
- Summer Literacy Institute
- Literacy Instructional Coaches
- Collaboration Strategies for SWD – Local School
- Peer observation opportunities for regular education and special education teachers
- Response to Intervention Training ~ County Course
- Quality Plus Teaching Strategies and Instructional Calendars utilization
- Book Study ~ The Book Whisperer

**Schoolwide Planning Component 5:** *Strategies to increase parental involvement.*

Annistown Elementary strives to create an atmosphere that welcomes parents as partners in the education of our students. Research continues to show that when parents become involved in their children's education, these children earn better grades, have better attendance, and have more positive attitudes than others whose parents are not involved at school.

**Schoolwide Planning Component 6:** *Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, EvenStart, Early Reading First, or a state-run preschool program, to local elementary school programs.*

**PreK to Elementary Transitional Plan:**

Transition from Pre-K to elementary school is important to the success of the students in our schools. Transitional programs provide students with the confidence and overall information to succeed at the next level of their education. The parent involvement meetings will focus on the academic needs for the upcoming school level as well as provide parents with necessary information about the daily operations of the new school. The student summer camps will focus on instructional and social emotional aspects of beginning school as well as provide activities that would relieve any anxieties the parent or student may be experiencing before entering their new school. A transition team composed of the principal, the AP in charge of Kindergarten, the Assistant Principal for Title I, the Parent Instructional Support Coordinator(s), the Parent Liaison, a Kindergarten Teacher, and a member of the feeder Child Development Center will convene to review the parent meeting activities and to assist in planning summer camp activities. Activities are included in the Parent Involvement Action Plan.

- a. General Kindergarten overview to include a video of Annistown's Beliefs and Mission and schoolwide expectations of kindergarteners.
- b. An introduction to Annistown Elementary School and general kindergarten literacy skills utilizing a make and take session focusing on building reading skills.
- c. Summer KinderCamp sessions centered around a central theme of the book, Countdown to Kindergarten for 5 days to bridge the gap between pre-kindergarten and kindergarten. This camp will create opportunities for rising kindergarteners to learn the "Annistown way" including rules, tours, procedures, etc.
- d. A mathematics evening which focuses on emergent kindergarten mathematical skills could include number sense and other geometric based activities, as well as colors in a make and take format based on the book, Five Little Monkeys. A video topic for the evening could be created to inform parents and children of local school essential processes (check out, lunch procedures, clinic needs).

**Elementary to Middle School Transitional Plan:**

Transition from elementary school to middle school is important to the success of the students in our schools. Transitional programs provide students with the confidence and overall information to succeed at the next level of their education. Therefore, the Shiloh Cluster schools have received a vertical teaming grant which allows for planning, implementation, and assessing of the transitional program currently being used for grades 5 and 6. The vertical team is comprised of two 5<sup>th</sup> grade math teachers from each feeder elementary school as well as 6<sup>th</sup> grade math teachers. This team meets monthly to ensure fifth graders are being taught critical math AKS to ensure success in middle school. Parent involvement meetings will focus on the academic needs for the upcoming school level as well as provide parents with necessary information about the daily operations of the new school, focus on remediation and enrichment activities in all four core academic areas as well as provide activities that would relieve any anxieties the student may experience before entering their new school. A transition team is created to review the parent meeting activities. This team is composed of the principal, the AP in charge of fifth grade at the elementary school level and sixth grade at the middle school level, the Assistant Principals for Title I from both schools, the Parent Instructional Support Coordinators from both schools, the Parent Liaison from both schools, and a fifth and sixth grade teacher. Activities are included in the Parent Involvement Action Plan.

- a. General overview to explain the differences between elementary school and middle school will be offered to parents and students. These differences will include the schedule as well as the curriculum for the academic day.
- b. Information on the adolescent learner will be shared with parents so that parents will be informed of the changes that their student will experience.

- c. Proper student behavior and disciplinary action as well as gang prevention information to parents and students.
- d. Fifth grade students visit the middle school during a half day orientation addressing expectations – academically and behaviorally.
- e. Parents are invited to Parent Orientation meetings at the middle school for regular education, special education, and gifted education students and given an opportunity to participate in question and answer sessions.

**Schoolwide Planning Component 7:** *Measures to include teachers in the decisions regarding the use of academic assessments.*

**MATHEMATICS AND SCIENCE**

- ❖ Annistown Elementary School will utilize local school assessments, such as mathematics/ science benchmarks, exemplars, rubrics, and data notebooks to help guide quarterly instruction planning and focus on mathematical problem solving skills. Math instructional coaches will be utilized to observe math teachers to ensure quality math instruction is being implemented and assessed. These assessments will be discussed with teachers as administrators conduct quarterly data talks.

**READING**

- ❖ Annistown Elementary School will utilize local school assessments, such as Fountas & Pinnell Reading Assessment program, reading standards, reading comprehension and fluency as well as data notebooks, benchmarks, and rubrics to help guide quarterly instruction planning and focus on reading skills. Literacy instructional coaches will be utilized to observe reading / language arts teachers to ensure quality reading instruction is being implemented and assessed. These assessments will be discussed with teachers as administrators conduct quarterly data talks.

Teacher involvement in assessment also includes:

- ❖ During Pre-planning week planning sessions, CRCT results were shared with all the teachers. Areas of strength and weaknesses were discussed with each grade level. From this activity, the CQI curriculum calendars were created with continued focus on math as well as reading / language arts determined by CRCT test results. Teachers will continue to meet regularly to update and adjust the instructional calendar that highlights essential math AKS as well as essential reading / language arts; this will promote consistency and provide flexibility for remediation or accelerating students based on our needs.
- ❖ Half day planning sessions for teachers to collaborate and construct their RBES goals will also be offered. During these sessions, teachers will participate in a data jig saw of national, state, county and local school assessments to help determine our strengths and weaknesses. This feedback will be used to help construct our Local School Plan for Improvement.
- ❖ Assessment results are analyzed by teachers in order to provide students with the most effective instruction in the areas of reading, language arts, math, and science.
- ❖ Test talks will be conducted for students in grades 3 -5 to provide both the positives and the negatives of their benchmark results as well as provide suggestions for improvement on our spring CRCT assessment.
- ❖ Students are organized into flexible skills groups in order to provide the best instructional environment possible.
- ❖ Weekly grade level meetings provide the means for on-going discussion among teachers and administrators to ensure that appropriate and effective instruction is being implemented.
- ❖ Bi-monthly meetings of the Leadership Team, which is composed of one grade level representative from grades K-5 as well as a representative from special education team, special area team, paraprofessionals, and support programs to address academic concerns and areas requiring attention.

**Schoolwide Planning Component 8:** *Coordination and integration of Federal, State, and local services and programs, including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.*

In addition to the coordinating efforts listed throughout our school's improvement plan; the following programs are utilized at Annistown Elementary:

- ❖ Accelerated Math Program
- ❖ Accelerated Reader Program
- ❖ Advanced Math Program
- ❖ After School Snack Program
- ❖ Annistown Ambassadors
- ❖ Art Club
- ❖ Be There National Campaign
- ❖ Book in a Bag Program (K-2)
- ❖ Chess Club
- ❖ Chorus
- ❖ Clinic Worker
- ❖ Distinguished Gentlemen Program
- ❖ Early Intervention Program
- ❖ English to Speakers of Other Languages
- ❖ Environmental Club
- ❖ Extended Learning Time Program
- ❖ Free and/or Reduced Lunch to Qualified Families
- ❖ Gifted / Enrichment Program
- ❖ Gwinnett County Public School Staff Development Funds
- ❖ Gwinnett County Public School's Staffing Allotments
- ❖ IE<sup>2</sup> Flexibility Contract
- ❖ Jump Rope for Heart
- ❖ Junior Beta Club (grades 4-5)
- ❖ Ladies of Distinction Program
- ❖ Lunch and Learns (via Parent Center)
- ❖ Readers Rally
- ❖ Red Ribbon Week and Drug Free Schools Programs
- ❖ Relay for Life
- ❖ Robotics Club
- ❖ Safety Patrol Program
- ❖ Sparks Word of the Week Program
- ❖ Special Education Programs
- ❖ Student Council
- ❖ Student Recognition Program(Quarterly and Annually)
- ❖ Support from the School Resource Officer
- ❖ School Social Worker
- ❖ Title I
- ❖ Title II ~ Eisenhower funds for Math and Science Professional Learning
- ❖ Transportation Safety Puppet Show
- ❖ United Way
- ❖ Wittzle Pro Math Program

The programs listed above provide Annistown Elementary with the necessary funds and personnel to give the students in our school an exceptional education. Lunch programs, snack programs, Drug Safety programs, motivational programs, exercise programs and the clinic worker ensure that students stay healthy. Through IE<sup>2</sup> Flexibility contract and other Gwinnett County initiatives, Annistown Elementary is able to provide a multitude of academic support for the students. Funding from Title I and Title II supplement the academic programs that Annistown is able to offer, such as Extended Learning Time opportunities. Finally, campaigns like the “Be There” Campaign provide additional support and guidance to our parents.

**Schoolwide Planning Component 9:** *Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance.*

## **MATHEMATICS AND SCIENCE**

- ❖ Careful scheduling to create opportunities for students who receive EIP and ESOL services to be served twice in a given subject area (i.e. EIP + classroom instruction).
- ❖ One reason for our significant gains in the area of mathematics was due to the implementation of our “March Madness” program which provided additional intense instruction to students scoring below 70 % on the CRCT-D Interim assessment.
- ❖ Additionally, our special education students were provided consistent on grade level instruction during collaborative classes in grades 1-5.
- ❖ Students in grades K-5 were provided opportunities to further develop skills in the area of mathematics by utilizing the NCS Learn SuccessMaker. All students (regular and special education) will begin sessions with SuccessMaker in the first week of school during Technology Specials.
- ❖ Collaborative classes will continue to be implemented in grades 1-5 focusing on improving instruction with our EIP students, ESOL students, as well as Special Education Resources students.
- ❖ Additionally, the computer based program, Study Island will be utilized in grades 3-5 to provide additional learning opportunities for students. This program is aligned to specifically to the Georgia Performance Standards (GPS) and requires students to master a given skill in order to progress to the next standard.
- ❖ Students experiencing difficulty in the regular education classroom in the subject matter will be offered interventions to provide academic, socio-emotional, and behavioral support by utilizing Response to Intervention (RtI) using a variety of materials and resources (manipulatives, language masters, etc.) to support instruction.
- ❖ Beginning the second semester, students in grades 3-5 who may need additional instructional assistance will be offered after school tutoring sessions.
- ❖ Additional instruction will be extended to students in grades 1-5 who exhibit the ability to improve their scores from level 2 to level 3 as measured on the CRCT.

## **READING**

- ❖ Careful scheduling to create opportunities for students who receive EIP and ESOL services to be served twice in a given subject area (i.e. EIP + classroom instruction).
- ❖ Utilization of NCS Learn SuccessMaker will be an asset to help improve students’ reading fluency as well as comprehension skills. Students with disabilities will also have additional opportunities to gain extra Success Maker sessions.
- ❖ Implementation of our “March Madness” program which provided additional intense instruction to students scoring below 70 % on the CRCT-D Interim assessment in the area of reading / language arts provided substantial success in the area of reading.
- ❖ Collaborative classes have been implemented in grades 1-5 focusing on improving instruction with our EIP students, ESOL students, as well as Special Education Resource students.
- ❖ A computer based program, Study Island will be utilized in grades 3-5 to provide additional learning support for students. This program is aligned to the Georgia Performance Standards (GPS).
- ❖ Special education and EIP students in grades 3-5 are provided the opportunity to improve their skills using the Read Naturally software program.
- ❖ Students experiencing difficulty in the regular education classroom in the subject matter will be offered interventions to provide academic, socio-emotional, and behavioral support by utilizing Response to Intervention (RtI) using a variety of materials and resources (manipulatives, language masters, etc.) to support instruction..

- ❖ Beginning in January, students in grades 3-5 who may need additional instructional assistance will be offered afterschool tutorial sessions.
- ❖ Additional instruction will be extended to students in grades 1-5 who exhibit the ability to improve their scores from level 2 to level 3 as measured on the CRCT.

## **SUMMER SCHOOL**

Students who experience difficulty during the school year and receive either a D or a U on their report card in any of the core academic areas will receive an Academic Contract in November. This contract outlines for the parent the academic knowledge and skills (AKS) that are still in need of improvement as well as interventions that the school, parents and student should focus on to improve in that area. The contract is updated in January/February and then a final contract is given in April. If the student has not progressed in their learning, as indicated by obtaining a Level 2 on the CRCT, then the recommendation is that the student attend summer school. Since promotion is based on performance on state testing, the student's attendance in summer school is only a recommendation.

**Schoolwide Planning Component 10:** *Description of how individual student assessment results and Interpretation will be provided to parents.*

Parents receive individual student test results for all required state assessments and Gwinnett County Public Schools locally required tests. For state tests, individual student results are sent to the local schools where the results are given to the parents in hard copy with explanations through conferences, in the student folders sent home each week, or mailed to the student's home. Individual student results of the Gwinnett County Public Schools Gateway Test administered to elementary students are mailed home to parents/guardians. Interpretations of test results are sent with the student scores. Whenever possible, letters explaining results are translated in the home language

**Schoolwide Planning Component 11:** *Provisions for the collection and disaggregation of data on the achievement and assessment results of students.*

Disaggregated results for state assessments are provided by the vendor on hard copy. Data used for student assessment and achievement are collected and disseminated through the Go.Gwinnett Portal to My Students, My School, and My District. Teachers and administrators in local schools view results for both aggregated school information as well as current classroom and individual student results of students. Teachers and administrators can also view historical data for their school or class, disaggregated into subgroups.

**Schoolwide Planning Component 12:** *Provisions for seeking statistically sound results for each category for which assessment results are disaggregated.*

Gwinnett County Public Schools provides the following:

- ❖ Training for Annistown Elementary Test Coordinator and Assistant Principal for Title I on test data interpretation
- ❖ Training to administration and teachers on Elements for interim assessment analysis and My Students portal for standardized assessment results. This includes disaggregated data by subgroups and individualized student results.
- ❖ Historical data is available to look at trends for up to five years by school and by teacher.

In addition to the provisions that Gwinnett County Public Schools provides, the Georgia Department of Education presents our schools with CRCT testing results.

Annistown Elementary School uses test data in a variety of ways to support our student subgroups, such as:

- Collaboration classes for SWD subgroups
- Collaboration classes for EIP students
- Collaboration classes for ESOL students
- CQI – AKS Calendar – the weakest strands of each subtests are identified and a calendar is created to provide additional instruction of the AKS. First week of the month the skill supports reading / language arts and weeks two – four support mathematical skills
- Team planning to determine special grouping of students based on mastery or non-mastery of the AKS based on benchmark scores
- Early Intervention Program (EIP) for students who failed the CRCT
- Heterogeneous grouping for 5<sup>th</sup> grade math students
- Reading and math group formation for more appropriate instructional practices
- Professional development
- Parent Center topics
- P.T.A. agendas
- School Council agendas
- Teachers use CRCT scores to analyze Historical data
- Data Notebooks are utilized with students to compare actual scores to predicted scores

**Schoolwide Planning Component 13:** *Provisions for public reporting of disaggregated data.*

The State Accountability Report is provided to every parent and to interested community members. The report also includes trends in data and highlights programs schools are implementing to increase student achievement. The State Accountability Report is also available to parents and the community on the Georgia Department of Education website. <

<http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StateId=ALL&T=1&FY=2009>>

The Gwinnett County Accountability Report, which also serves as the school's annual report, contains student and school composite and disaggregated test data. It also includes trends in data and highlights the programs and achievements at Annistown Elementary School. It is provided to every parent and interested community members and is available on both the Annistown Elementary School website and Gwinnett County Public School website.

< <http://www.gwinnett.k12.ga.us/gcps-mainweb01.nsf/pages/AccountabilityReportFeedback0~QuickLinks>>

Finally, data is provided to the public in published articles in the local newspaper.

**Schoolwide Planning Component 14:** *Plan developed during a one year period, unless the LEA (county office), after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the Schoolwide Program.*

Annistown Elementary School met with the Title I Committee to develop the Local School Plan for Improvement as well as the updated Schoolwide Plan for the 2010 ~ 2011 school year. During our meetings, data was reviewed, instructional strategies were identified and the budget was created. Parents were invited to become part of the Title I Committee through announcements made in weekly school newsletters, automated phone messaging system, as well as via Annistown Elementary School's marquee. Meeting dates were also publicized in the school newsletters. Once the plan is finalized, it will be shared with the entire faculty as well as with all the parents in our school community.

**Schoolwide Planning Component 15:** *Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary)*

The Annistown Elementary School Title I Committee includes:

<b>Name</b>	<b>Position</b>
Lorraine Sparks	Principal
Janice W. Warren	Assistant Principal for Title I
Pat W. Smith	Bookkeeper
Liz Balak / Beverly Cox	Parent Instructional Support Coordinators
Elena Borrego	Translator / Clerk / Parent
Samantha Burke	Parent
Beverly Carroll	Parent
Charee Hampton	Parent / Teacher
Lisa Harvin	Parent
Stephanie Jones	Parent / Teacher
Dana Levett	Parent / Teacher
Felicia Mudd	Parent/ School Council Member
Natalie Sampey	Parent
Alyse Seals	Parent
Alejandra Tavera	Parent
Robin Wilder	Parent
Debbie Sears	Teacher ~ 5 <sup>th</sup> grade
Felicia Mudd	School Council Member
Mark Brantley	P.T.A. Board Member

**Schoolwide Planning Component 16:** *Plan available to the LEA (county office), parents, and the public.*

A copy of Annistown Elementary School's Schoolwide Plan is available to the LEA at Gwinnett County Public Schools Instructional Support Center in the office of the Director for Federal and Special Programs. Complete copies of the Schoolwide Plan are available to parents and the public in our media center, principal's office, Assistant Principal for Title I office, and the Parent Center. Also, excerpts of pertinent sections of the plan have been distributed directly to parents at various meetings

**Schoolwide Planning Component 17:** *Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.*

Appropriate portions of our Title I plan will be translated into Spanish and any additional primary languages on request as is feasible for parents to include:

1. The Parent Involvement Policy
2. The Action Plan
3. The Parent Compact

**Schoolwide Planning Component 18:** *Plan is subject to the school improvement provisions of Section 1116.*

This schoolwide plan of Annistown Elementary is subject to the school improvement provisions of Section 1116. Section 1116, of the Title I, Part A of the Elementary and Secondary Education Act, states that schools must provide Supplemental Educational Services and School Choice if the school did not make adequate yearly progress two years in a row. However, at the end of the 2010 ~ 2011 school year, Annistown Elementary is seen as a school in good standing from accomplishing the goal of passing Adequate Yearly Progress (AYP) measures and has been identified as a Title I School of Distinction.