

# Annistown Elementary School

2011 – 2012

# Annistown Elementary School Title One Updated Schoolwide Plan Narrative 2011 -2012

Annistown Elementary School has developed, revised/updated and will implement a FY 2011-2012 Title I Schoolwide Plan which will clearly demonstrate “conceptual pooling” by the coordination of all funding sources. The school’s Title I Program through its SWP Plan and SWP Budget will be identified as a “single cost objective” evidenced through supporting documentation. Reference: Non-Regulatory Guidance, Title I Fiscal Issues, Revised February 2008, Sections E-2 and E-18, Pages 50, 51, and 64.

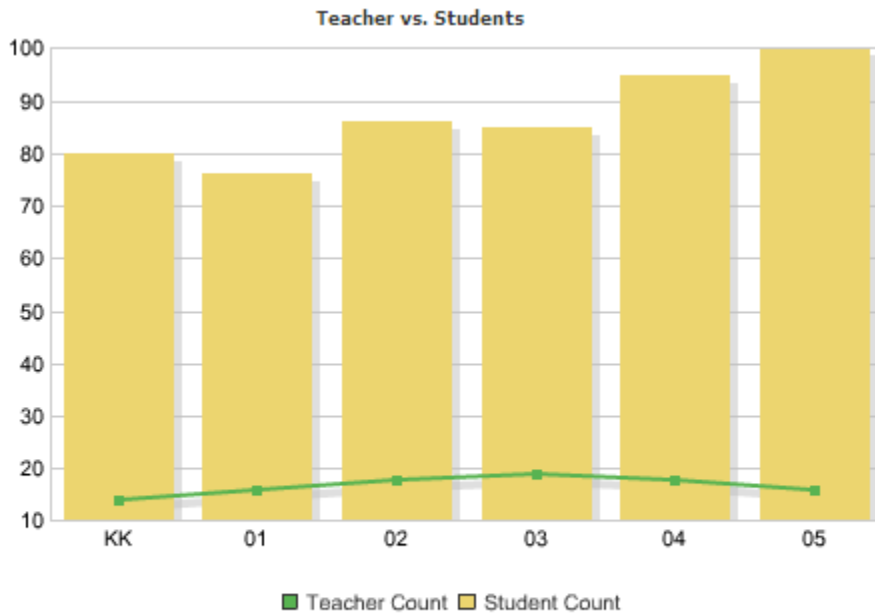
## **Schoolwide Planning Component 1:** *A comprehensive needs assessment of the entire school.*

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

- Non-academic data including:
  - Student Ethnicity
  - Socio Economic Data – Free and Reduced Lunch Rate
  - ESOL: PHLOTE Trends
  
- AYP for the 2011 Performance Year Attendance
  - Reading/Language Arts 2010 CRCT Scores
  - Math 2010 CRCT Scores
  - Science 2010 CRCT Scores
  
- Local School Assessment Data
  - Accelerated Reader Program Reports
  - Accelerated Math Program Reports
  - Fountas & Pinnell Running Records
  - Teacher RBES results
  
- Other Assessment Data
  - COGAT results: cognitive abilities test- grades 1,3,5
  - ITBS results: Reading, Language Arts and Math, 2010-11
  - 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

Annistown Elementary has made Adequate Yearly Progress each year for eight consecutive years. As teachers continue to implement Quality-Plus teaching strategies consistently, employ differentiated instruction and best teacher practices, achievement data for Annistown Elementary School reveals that student performance continues to improve. However, a careful review of data trends reveals some areas for growth across all grade levels and content areas.

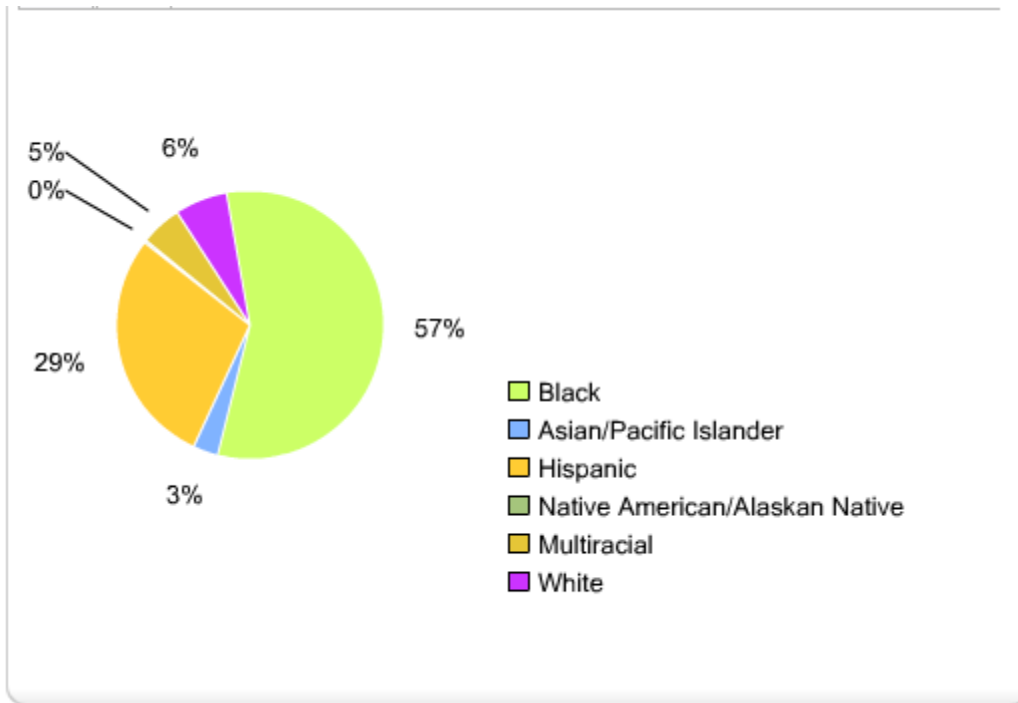
## Enrollment Count



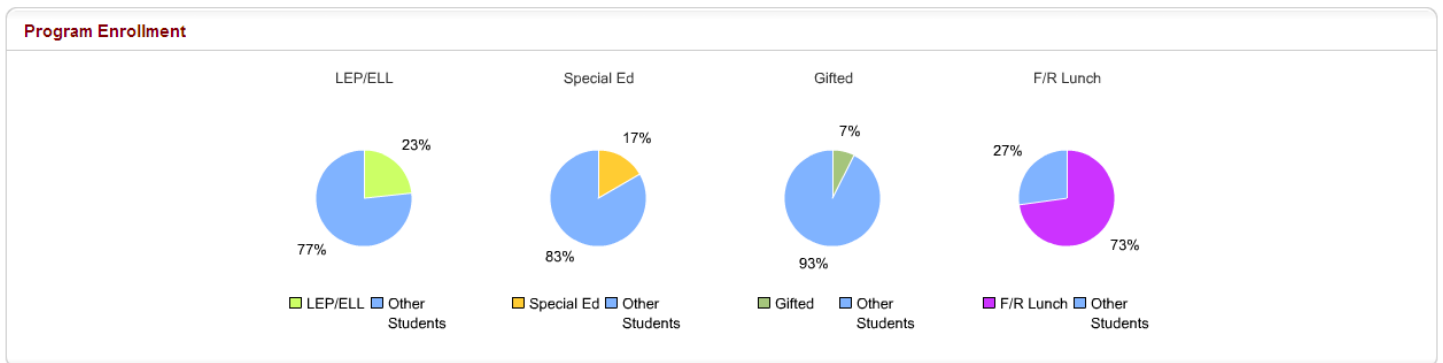
Teacher counts include all teachers (specials, connections, electives, etc.) who teach students in that grade level.

The graph above shows Annistown Elementary enrollment count data.

## Student Ethnicity



The graph above depicts Annistown Elementary students' ethnicity groups. This information will aid in the deciphering the data in the subsequent information below.



The graph above shows Annistown Elementary program enrollment by each subgroup. Subgroups noted above are: ELL-English Language Learners, Special Education, Gifted and Free and Reduce Lunch.

**CRCT Reading/English Language Arts – Spring Administration**

<b><u>Groups</u></b>	<b>All Students</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SWD</b>	<b>ELL</b>	<b>Econ. Disadv.</b>
<b><u>Percentages Meet +Exceeds</u></b>	90.8%	92.8%	87.2%	85.4%	96.2%	78.8%	85.2%	89.6%

**CRCT Reading/English Language Arts – After Summer Administration**

<b><u>Groups</u></b>	<b>All Students</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SWD</b>	<b>ELL</b>	<b>Econ. Disadv.</b>
<b><u>Percentages Meet +Exceeds</u></b>	92.3%	94.5%	89.0%	85.4%	96.2%	80.8%	86.1%	91.0%

Our goal is to make AYP in the spring without having to rely on summer re-takes.

The two tables above shows 2010-2011 reading/language arts CRCT data by subgroups. Initially, the SWD subgroup did not meet AYP in the spring administration, but made AYP under the second indicator - the confidence interval. The confidence interval is a statistical calculation that determines whether or not we made AYP in this subgroup. However, after the summer administration, The SWD group made AYP .8% above the AMO. The Annual Measurable Objective (AMO) for Reading and Language Arts last year was 80% of students in all subgroups would score in the meets or exceeds range. Annistown Elementary had a passing rate of 90.8% for all students. As we examine the chart above, we see that the ELL and Economically Disadvantage subgroups performed well above 80% in reading. The achievement gaps for these subgroups are much smaller than state averages. The SWD subgroup, which has a more significant achievement gap, is a group we will focus on this school year. We will increase academic growth in reading by providing some of the strategies used in the other two subgroups. Special Education Teachers will be provided with additional professional development in providing differentiated instruction to aid in teaching students at their individual level. Teachers will focus on teaching grade level specific AKS while providing the scaffolding required to meet the standards. We will also continue to provide professional learning in guided reading and reader's workshop for all teachers to help or students become life-long readers.

## Reading

Strands	Grade Level	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Diagonally This year's grade
Info & Media	1						2nd graders
	2						3rd graders
	3						4th graders
	4	77	73	70	80	79	5th graders
	5		68	63	68	65	6th graders
Comprehension	1	82	69	79	81		2nd graders
	2	84	79	80	81		3rd graders
	3	78	71	67	70	69	4th graders
	4	79	76	73	75	79	5th graders
	5	68	70	70	72	70	6th graders
Reading for Info	1						2nd graders
	2						3rd graders
	3	73	65	66	52	59	4th graders
	4	77	73	70	80	79	5th graders
	5	76	68	63	68	65	6th graders
Skills & Vocab	1	83	79	84	83		2nd graders
	2	90	86	75	86		3rd graders
	3	78	76	73	79	81	4th graders
	4	76	76	76	72	75	5th graders
	5	72	78	77	58	81	6th graders

The table above demonstrates CRCT reading scores by grade levels and historical data trends by grade level cohort over the past five years. Note that 1<sup>st</sup> and 2<sup>nd</sup> graders did not participate in the CRCT in 2010-2011. The reading CRCT consisted of four strands – Information and Media, Comprehension, Reading for Information, and Skills and Vocabulary.

Looking at the CRCT strands for reading, first grade has shown growth in comprehension and has consistently performed well in Skills and Vocabulary. Second grade achievement in comprehension has been consistent since the 2007-2008 school year. Skills and Vocabulary have dropped since the same year, but were trending upward in 2009-2010. Without 2010-2011 CRCT data for first and second grade, it is difficult to use this measure to determine whether reading achievement continues to improve for these grade levels as a whole. Teachers will use the results of county interim assessments, individual reading inventories, and ongoing, formative assessment to guide instructional planning for students in these grades. As the year progresses in second grade, it will be beneficial to increase reading stamina to prepare students for increasingly longer reading tasks in third grade. Thus, over the next few years professional learning will be provided to support teachers in improving these skills.

Our third grade students' achievement in both Comprehension and Reading for Information has been decreasing over the past five years. They have a relative strength in Skills and Vocabulary. Third grade is the year when

students begin to learn to read for information rather than learn to read. It is essential that students be taught to read the genre of non-fiction effectively. When science data is examined, achievement scores are notably low for third grade. This may be attributed to the demands of reading lengthy technical passages on the science subtest. Additionally, literary reading passages on the CRCT are also much longer in third grade. Students will benefit from instruction that improves reading stamina. The use of guided reading and differentiated instruction with non-fiction books on student's individual levels can aid in increasing achievement in these areas.

Fourth grade CRCT scores are consistently above 70% in all reading strands. Fourth graders is required to pass all portions, with the exception of social studies, of the CRCT at the end of the year for promotion, thus it is imperative that we continue to focus on improving academic achievement by providing effective teaching strategies and differentiating instructions as much as we can to meet the needs of our students. Although there is room for growth in 4<sup>th</sup> grade scores, it would be beneficial to identify what strategies the fourth grade teachers are using successfully. Peer observations will be complete with forms similar to those administrators use in the classroom and a follow-up debriefing will be done.

Fifth grade shows weaknesses in Information and Media and Reading for Meaning. They have relative strengths in Literary Comprehension and Skills and Vocabulary. This team would benefit from building on their strengths in these areas to improve information and Media and Reading for Meaning skills. For instance, comparing and contrasting the differences between fiction and non-fiction genres would be an excellent way to develop the skills required to read for information and meaning. Annistown Elementary continues training for Quality Plus Teaching Strategies by providing opportunities for each grade level to display a teaching strategy per month. A Quality Plus teaching strategy will be displayed on a bulletin board paired with strategies and examples on how to teach that particular strategy. Additionally, students will improve Media and Information skills if they put them to use while examining the non-fiction content. Strength in Skills and Vocabulary provides background knowledge to leverage if students are taught strategies to access it effectively.

Another way that we can examine CRCT data is by cohort group trends. Annistown historically has a low mobility rate when compared with other Title I schools in Gwinnett. This allows us to study the growth in achievement and strengths and weaknesses of groups of children over time. When reading the Historical Trend Data tables included in this Needs Assessment, you can see cohort growth across grade levels by following colored cells diagonally. In these tables, scores for our 2011-2012 5<sup>th</sup> graders are turquoise, 4<sup>th</sup> graders are light blue and 3<sup>rd</sup> graders are purple. Trend data for this year's third graders is unavailable because the CRCT was not administered to second graders last year.

This year's fourth grade students demonstrate a relative strength in Skills and Vocabulary and last school year, they also did well in literary comprehension. Last year's scores in Reading for Information demonstrated a significant weakness in this area. The fourth grade team will focus on reading across the curriculum with the use of leveled, non-fiction books during reading workshop. Professional development will be done and continue in this area over the next few years.

Students in fifth grade this year show strengths in all areas of reading with the exception of notable dips in 3<sup>rd</sup> grade for both literary and informational comprehension. This year, the fifth grade team is charged with extending this cohort's strengths to help more children exceed expectations.

**CRCT Mathematics – Spring Administration**

<b><u>Groups</u></b>	<b>All Students</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SWD</b>	<b>ELL</b>	<b>Econ. Disadv.</b>
<b><u>Percentages Meet + Exceeds</u></b>	89.4%	89.0%	91.9%	79.2%	92.3%	75.0%	88.9%	87.8%

**CRCT Mathematics – After Summer Administration**

<b><u>Groups</u></b>	<b>All Students</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SWD</b>	<b>ELL</b>	<b>Econ. Disadv.</b>
<b><u>Percentages Meet + Exceeds</u></b>	89.7%	89.5%	91.9%	79.2%	92.3%	75.0%	88.9%	88.3%

The table above shows Mathematics CRCT data by groups. The Annual Measurable objective (AMO) for Math last year was 75.7% of students in all subgroups would score in the meets or exceeds range. Annistown Elementary had a passing rate of 89.4% for all students. But by subgroups, the SWD population did not meet in this area. However, Annistown Elementary made AYP under the second indicator - the confidence interval. The confidence interval is a statistical calculation that determines whether or not we made AYP in this subgroup. Students with Disabilities will continue to be one of our focus groups this school year. We will increase academic achievement in math, and reduce the achievement gap, by providing some of the strategies that have been successfully implemented with ELL students. Special Education and Reading and English Language Arts teachers will be provided with professional development in differentiating instruction to aid in teaching students at their individual level. Strategies for teaching grade-level appropriate AKS will also be an area of concentration with Special Education teachers. We will provide professional learning in guided math and differentiated instruction for all teachers in order to increase student achievement in this area.

# Math

Historical Math CRCT Strand Data for Annistown ES

Strands	Grade Level	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Diagonally This year's grade
Algebra	1						2nd graders
	2						3rd graders
	3		71	65	77	78	4th graders
	4		83	69	88	82	5th graders
	5		70	72	79	84	6th graders
Data Analysis & Probability	1	79	70	82	85		2nd graders
	2	76	77	80	70		3rd graders
	3		60	71	90	82	4th graders
	4		87	80	86	77	5th graders
	5		82	82	79	80	6th graders
Geometry	1	72	75	78	89		2nd graders
	2	78	79	73	80		3rd graders
	3		55	67	73	75	4th graders
	4		69	66	74	76	5th graders
	5		66	64	68	81	6th graders
Measurement	1	77	66	74	80		2nd graders
	2	75	73	74	74		3rd graders
	3		66	58	63	74	4th graders
	4		69	71	75	83	5th graders
	5		56	71	69	69	6th graders
Number & Operations	1	73	68	79	84		2nd graders
	2	74	75	76	72		3rd graders
	3		70	68	72	73	4th graders
	4		69	66	72	76	5th graders
	5		70	73	68	74	6th graders

The table above demonstrates CRCT math scores by grade levels and a historical data trends for student cohorts over the past five years. Note that 1<sup>st</sup> and 2<sup>nd</sup> graders did not participate in the CRCT in 2010-2011. The Mathematics subtest consists of five strands. The five strands are Algebra, Data Analysis and Probability, Geometry, Measurement, and Number and Operations. First and second grade were not assessed in Algebra.

First grade has show consistent growth in all strands with a notable dip in everything but geometry in 2007-2008 Second grade data shows relatively consistent performance in all subgroups since 2006-2007. In most

areas second graders answered around 75% of questions correctly. Second grade is an excellent year to build upon skills taught in first grade to develop strong number sense and numeracy skills.

Without 2010-2011 CRCT data for first and second grade, it is difficult to use this measure to determine whether math achievement continues to improve for these grade levels as a whole. Teachers will use the results of county interim assessments, Success Maker progress reports, Exemplars, the Big 20, and ongoing, formative assessment to guide instructional planning for students in these grades. As the year progresses in second grade, it will be beneficial to increase problem solving skills to prepare for the rigor of third grade mathematics.

At first glance, it is difficult to determine achievement patterns for third grade. After some study though, it can be seen that third grade achievement has increased globally with the exception of one year in which scores dip in each subgroup. Most often the year for reduced scores was 2008-2009. Consistently strong scores in third grade would indicate a need to examine the strategies third grade teachers are using to effectively increase student achievement. This could be done through peer observations or in vertical planning groups.

With the exception of one dip in scores for each strand, fourth grade achievement in Algebra and Data Analysis & Probability historically falls around 85%. This is a comparatively high percentage correct. Achievement in Geometry, Measurement, and Number & Operations is steadily improving. The rate of growth for Geometry and Numbers & Operations needs to be improved however and should be focused on this year. Fourth and fifth grade math typically involves multi-step problems embedded within reading problems. Students would benefit from strategies that allow them to identify and determine what problems are asking and what steps are needed to get an answer.

Fifth grade math achievement data for all strands shows either stable scores or steady growth. Data Analysis & Probability is fifth grade's strongest area. Geometry, Measurement, and Numbers & Operations have maintained stable scores over the years, but these areas have room for improvement as scores all fall within the 60-70% correct range. Algebra scores are increasing steadily. The fifth grade math curriculum has more AKS/GPS than any other grade level. Fifth grade teachers often indicate that they find it nearly impossible to teach all the objectives within the course of a year. This grade would benefit from examining and / or developing methods to address multiple similar objectives at one time. Additionally they would benefit from "unpacking" the math curriculum to identify essential standards so that they can be prioritized on curriculum calendars.

Because of Annistown's low mobility rate, math achievement data can be tracked for cohort groups just as reading and Language Arts data can. This year's fourth grade students historically answer an average of 75-80% of questions correctly in all strands. This consistent performance will allow fourth grade teachers to build on a strong background of math skills. Fifth graders this year scores increase and decrease erratically in the areas of Data Analysis & Probability and Measurement. Geometry and Numbers & Operations performance is relatively stable, but leaves room for growth. Sporadic performance may indicate that there are skill deficits and gaps in these areas which need to be addresses. Fifth grade teachers should ensure students are being provided accelerated instruction in the basic skills to strengthen new learning.

## CRCT Science

Historical Science CRCT Strand Data for Annistown ES

Strands	Grade Level	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Diagonally This year's grade
Earth / Space	3	62	55	60	70	64	4th graders
	4	70	71	71	77	75	5th graders
	5	63	68	64	62	61	6th graders
Life	3	67	62	62	67	69	4th graders
	4	72	70	69	80	81	5th graders
	5	60	72	68	74	73	6th graders
Physical	3	70	68	65	67	71	4th graders
	4	71	70	72	72	71	5th graders
	5	65	60	76	71	76	6th graders

Although science was not one of the indicators for AYP, Annistown Elementary continues to focus on science as one of our Local School Plan for Improvement (LSPI) goals. We aspire in increase academic achievement in this area as it will be an area that will be monitored this school year 2011-2012 prior to becoming an indicator for AYP in 2012-2013. Annistown Elementary will be using Title I funds to split fund a science specials teacher as it is an area of needed growth. Teachers will also take part in additional science professional learning in order to meet the needs of our school in this area.

The table above depicts Annistown Elementary historical CRCT strand data by grade level over the past five years. The strands that were measured are earth, space, life and physical science. Diagonally, the table also shows performance of grade level cohorts. Third, fourth and fifth grades took part in the science CRCT.

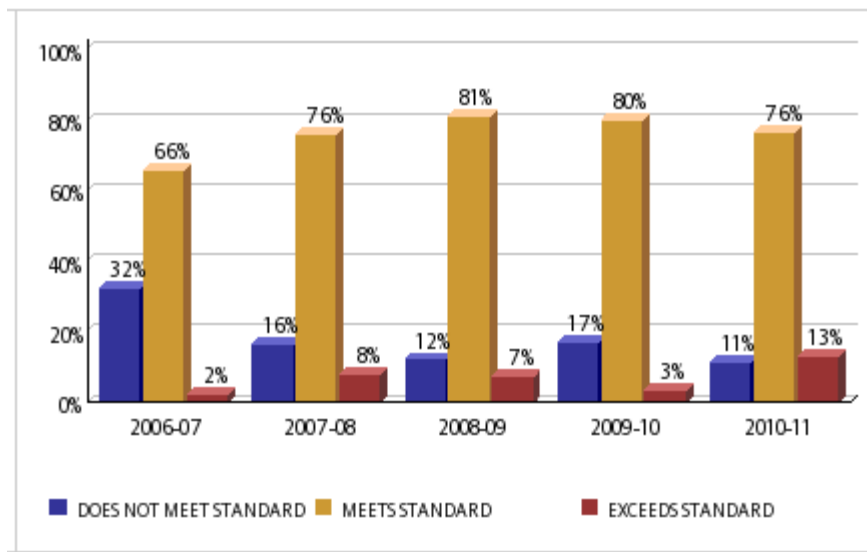
Third grade has shown growth for the past three years in Life and Physical Science. Although terrific growth was seen from 2007-2008 to 2009-2010 in Earth and Space strands, 2010-2011 saw a significant backslide. The third grade team will exam possible causes for this change. Fourth grade showed a significant improvement in Life Science scores in 2009-2010 which was maintained in 2010-2011. It would be beneficial to see what strategies were used for this subject by fourth grade teachers to see if they can be applied to other science strands for teachers in all grade levels. Overall, fifth grade Earth and Space strand scores are the weakest. Fifth grade's relative strength is in physical Science. All grade levels will benefit from using non-fiction texts that are aligned with the science curriculum for Guided Reading and Reading Workshop. Additionally, students would benefit in both science and writing if writing in the informational genre is applied across the curriculum areas of science and social studies.

## Writing

Writing provides students with a creative opportunity to be involved in their learning. It also makes many demands on cognitive skills and requires a balance of direct instruction in the writing process and ample opportunity to practice in an environment free of risk. 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. The Georgia State Writing Test assesses the following four strands: conventions, ideas, organization and style. Additionally students are randomly provided writing prompts which can require writing in one of the four genres; narrative, informational, response to literature, and persuasive.

In 2010-2011, Annistown students out-performed students from the past four years. The percentage of students scoring in the Does Not Meet range was lower than ever, while the percentage of students scoring in the Exceeds range was higher than ever. This is a trend that Annistown teachers are committed to continuing. Direct instruction in writing in the four genres will be provided across the curriculum. Science and social studies, for example, are content areas that lend themselves to the informational genre. During reading and writing workshop, students read and write both fiction and non-fiction to increase their exposure to multiple genres. High-interest periodicals written at appropriate reading levels, supplement instruction; increasing both depth of knowledge in content areas, and effective writing and reading skills. As a professional learning community, we will continue to closely monitor the instructional practices in reading and writing in all genres and adjust both instruction and professional learning opportunities to meet the needs of our students. Many teachers have been trained in writers workshop however it will be a focused in the future to make it school wide initiative.

## Fifth Grade CRCT Writing Scores



## **In Conclusion**

Based on the data reviewed above in reading, math, science and writing, it is imperative that we continue our current initiatives in reading and focus on other ways of increasing our performance in specific strands. All grade levels would benefit from strategies to increase reading and test-taking stamina. Additionally, students would benefit from instruction in reading strategies that are genre-specific. This is an initiative that can be implemented across content areas and grade levels. Annistown students have scored well in the area of vocabulary and reading skills in the past few years. It would be wise to leverage these strengths to improve on reading comprehension of both fiction and non-fiction texts. Annistown Elementary will provide professional learning opportunities for teachers to support students in these areas in reading and writing. Over the next few

years it is our intention that reading and writers workshop are used pervasively across grade levels. Genre-specific strategies in reading also support students' ability to write in all genres. Therefore, professional development in these areas will also help to increase writing performance.

Although Annistown Elementary made AYP in the area of math with 89.4% of our students meeting and exceeding in this area, there is still additional work to be done in fulfilling the requirement of 100% of students meeting or exceeding standards. Math scores have been increasing in all strands at all grade levels over the past few years. This can be attributed to teachers teaching to their strength and departmentalized. We are focusing on increasing the use of guided math and manipulatives in the classroom to continue this upward trend. Cohort data suggests that this year's fifth graders require acceleration of skill deficits, while they work to demonstrate proficiency in the numerous standards required in the AKS/GPS for fifth grade. Identifying the essential math curriculum in fifth grade will be critical. This year's fourth graders have a strong math background which allows teachers to focus on helping these students to develop a deeper understanding of mathematical concepts. Guided math, which allows teachers more flexibility in how they differentiate for student learning, will be a new focus for Annistown this year. We would like to have more of our classroom teachers participating in the Guided Math initiative.

Science is an area that requires a tremendous amount of work to increase achievement. Our science specials teacher has taken the initiative to focus on individual grade level AKS during science specials. Other efforts include teachers attending the math and sciences institute, and participating in the science endorsement cohort provided by GCPS Local school professional learning will also be conducted in this area in order to increase student achievement.

### **LSPI (Local School Plan for Improvement)**

To address the four academic areas mentioned above in our needs assessment, Annistown Elementary has included math, reading/language and science goals as part of our Schoolwide Plan.

Our Local **School Plan for Improvement** goals for the 2011 ~ 2012 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.*

After the completion of our comprehensive needs assessment, it has been determined that Title I funds will be used to fund additional teachers in the four core academic areas. This will allow us to reduce class size

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 support the reduced class size model of instruction in grades 3. A portion of our Title 1 budget is also allocated to provide optimal use of our science specials teacher in providing support to the classroom teachers in teaching the science AKS to all students as science is a part of our LSPI.

## **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 third and fourth weeks of each month.
- ❖ EIP teachers will utilize the pull-out 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.
- ❖ Teachers will utilize various software programs such as Accelerated Math, Brain Pop, Brain Pop, Jr., Study Island, SuccessMaker, and Education City to supplement classroom instruction in grades K – 5.
- ❖ Annistown Elementary will include the purchase of additional materials and technology to support direct instructions in math and science as funds becomes available.
- ❖ 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 Coordinator 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 will continue to attend various GCPS and local school professional learning in math and science to increase their knowledge and skills in this area and to incorporate new initiative.

## READING

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

- ❖ 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 which will provide increased opportunities in differentiated instruction.
- ❖ 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.
- ❖ Teachers may also use e-readers to increase students' interest in reading during their guided/small group reading times and other technological instruments/tools to increase students reading skills.
- ❖ Our ESOL teacher will serve students utilizing the collaborative and "pull out" model 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.
- ❖ 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. Teachers will continue to attend various GCPS and local school professional learning in reading to increase their knowledge and skills in this area and to incorporate new initiative.

## WRITING

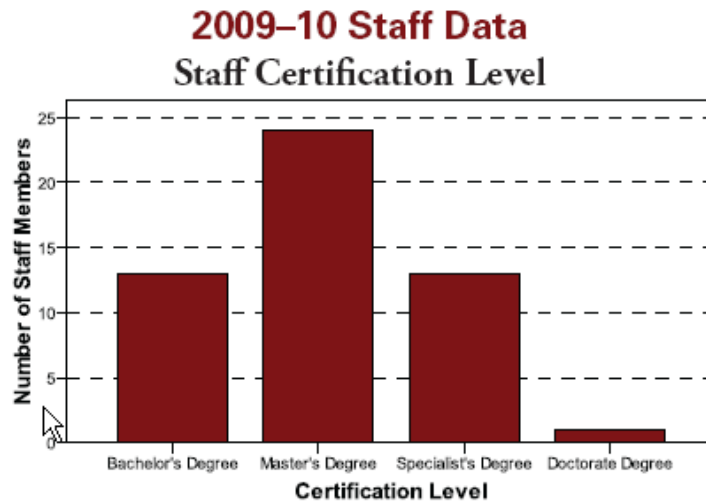
*To ensure Annistown's high achievement on the CRCT assessment, we will continue to do the following:*

- ❖ 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.
- ❖ 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 continue to be a 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.
- ❖ 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.

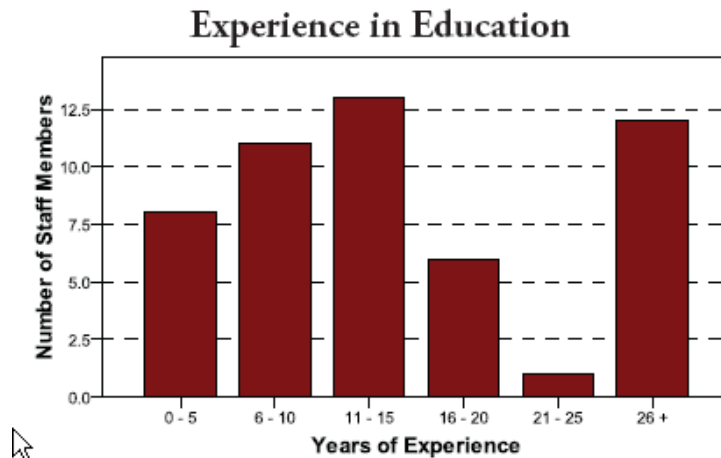
**Schoolwide Planning Component 3:** *Instruction by highly qualified teachers.*

At Annistown Elementary School, the majority of teachers hold advanced degrees beyond a Bachelors level. Teachers will continue to pursue advanced degrees throughout the 2011-2012 school year. The graph below depicts the number of staff who holds each level of degree.

99% of Annistown Elementary staff is highly qualified teachers. One teacher who is not highly qualified is currently working on reaching highly qualified status, by participating and obtaining a passing score on the GACE exam. A non-highly qualified letter will be sent home to the parents of students in this teacher’s class informing them of the highly qualified status of their students’ teacher. Annistown Elementary has a total of twenty-four teachers, four to a grade level in the classrooms, fourteen special area staff, eight special education teachers, eight paraprofessionals, and three school administrators to aid in providing quality, effective instruction to our students. Annistown Elementary is proud of its close knit community in our neighborhood schools. We believe that the close relationship built here support the needs of our students.



The data below is based on our teaching staff as of 2009-2010. Annistown Elementary has employed and retained staff with many years of experience. We value the experience of our veteran staff because of their expertise and vast of amount of knowledge and wisdom. Teachers with fewer years of experience also bring a great deal to the table. Fresh ideas and an understanding of the most recent research in education keep our instruction fresh and up-to-date.



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

In an effort to attract highly qualified teachers, Annistown Elementary strive to maintain professionalism among students and staff, and continuously work to maintain and increase academic achievement in all subject areas. In addition, Annistown Elementary provide support to our new teachers by developing 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.

- ❖ New staff members are encouraged 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.

**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 week for members of each grade level to meet as a group for planning purposes and collaboration opportunities
- Provides assistance from the administrative team, Assistant Principal for Title I, 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.*

Teaching is complex and demanding work that requires highly specialized skills and knowledge to have a significant impact on student learning. Improving the learning outcomes of all students regardless of their socioeconomic background or geographic location will be the key focus of our professional learning. Professional learning is aimed at maximizing student learning so that all students achieve their learning potential. An in-depth review of data will define what teachers need to learn, and will make professional learning student centered. Student outcomes will improve when professional learning increases teachers' understanding of how to represent and convey content in meaningful ways. Administrators will monitor and follow up after each professional learning to ensure its effectiveness. Local school data reviewed at the end of each nine weeks will also reveal the effectiveness of strategy learned.

**ACADEMIC BEST PRACTICES**

“Best practices” in the field of education have penetrated the traditional classroom. There is an influx of new research 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 will be provided to every faculty member in our building.
- ❖ Each grade level has the opportunity to choose a quality plus teaching strategy and model that strategy using hands on activities and ideas.
- ❖ Science education is quickly becoming a targeted area. Therefore, to help prepare ourselves to fulfill the 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.
  - Provide school base professional learning and extended the opportunity for teachers to attend professional level on the county level.

**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.
- ❖ 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:

- 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
- Technology in Math / Science ~ Local School Course
- Vertical planning opportunities
- Book Study ~ Classroom Discussions: Using math talks to help students learn K-6
- Differentiating instruction
- Guided Math

### **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.
- ❖ 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 EIP teachers assist our staff with professional learning activities that focuses on running records, developing literacy centers, implementing reader’s workshop activities, use of word walls and word work, developing classroom libraries, and incorporating information learned in book studies.

Professional Learning includes:

- Classes taught by EIP teachers
- Summer Literacy Institute
- Collaboration Strategies for SWD – Local School
- Peer observation opportunities for regular education and special education teachers
- Response to Intervention Training
- Quality Plus Teaching Strategies and Instructional Calendars utilization
- Book Study ~ The Book Whisperer
- Differentiating instruction
- Guided Reading

**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. Annistown Elementary parent center will provide several parents workshop opportunities to aid parents in the continued involvement and support in all academic areas. Parents will also take part in curriculum nights, parents-teacher conferences, literacy and math nights-which will enable parents to learn strategies to assist in teaching their child in these core academic areas and other parent information sessions to aid in improving student learning. The Local School Title I Parent Involvement Policy, Local School Title I Parent Involvement Action Plan and School Parent Compact are documents that also provide parents with information on how they can be involved in their child's education and in improving student learning/achievement. Additionally, parents will be welcome to come and volunteer in the classrooms and in the parent center.

**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:*

Annistown Elementary school beliefs that Pre-K is essential in providing students with the perquisites they need for kindergarten. The transition process from Pre-K to kindergarten can be a difficult process. Thus, Annistown Elementary School will coordinate with our local area preschools in making this transition much easier for both students and parents. Upcoming kindergartners will be invited to take part in our summer KinderCamp program. During this one-week program, students will be invited to take part in kindergarten activities and will be taught some of the social skills and cues of kindergarten (i.e. walking in line during transition times, sit at tables in classrooms, being actively involved in centers etc.). In addition to KinderCamp activities for students, parents will be invited to parent involvement meetings during the week of KinderCamp which will be focused on the academic needs of the new school,

*Elementary to Middle School Transitional Plan:*

Transition from fifth grade to sixth grade can also be a challenging process. Middle school requires student to be more independent and accept many more responsibilities. Annistown Elementary will partner with the Shiloh Middle, our feeder Middle school, in providing support for our parents and students in making this transition easier. Students will have the opportunity to visit the middle school during a half-day orientation addressing expectations for both academic and behavior. Parents will have the opportunity to participate in parent involvement meetings at the elementary and middle school. These parent meetings will be focused on the academic needs for the upcoming grade level as well as provide parents with necessary information about the daily operations of the new school. Focus will also be placed 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.

**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
- ❖ Annistown Ambassadors
- ❖ Art Club
- ❖ Be There National Campaign
- ❖ Book in a Bag Program (K-2)
- ❖ Chorus
- ❖ Clinic Worker
- ❖ Distinguished Gentlemen Program
- ❖ Early Intervention Program
- ❖ English to Speakers of Other Languages using The Rosetta Stone Program
- ❖ Environmental Club
- ❖ Extended Learning Time Program
- ❖ Free and/or Reduced Lunch to Qualified Families
- ❖ Gifted / Enrichment Program
- ❖ 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
- ❖ Special Education Programs
- ❖ Student Council
- ❖ Student Recognition Program(Quarterly and Annually)
- ❖ School Social Worker
- ❖ Technology Training and Support for Mimeo boards, response system, E-readers and others technology
- ❖ Title I
- ❖ Transportation Safety Puppet Show
- ❖ United Way

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.

This year Title I funds will be spent on the following:

1. Paying for 1 teacher to reduce class size = approx. \$52,000
2. Funding additional hours for a teacher so that we can have a science special for all teachers = approx. \$32,000
3. ELT programs = approx. \$14,000
4. Supplies and Materials = approx. \$6,000
  - Book Buddy Bags
  - Leveled Literacy System
  - Instructional supplies and materials (pens, pencils, folders, etc.)
5. Software = approx. \$3,700
  - Quizlist Interactive
  - Brain Pop
  - Education City
  - Tumble Books
  - Enchanted Learning
6. Kindles = \$1,800
7. Professional Learning/Early Release/LSPI = approx. \$4,000
8. Parent Involvement/KinderCamp = approx. \$5,000

Should additional funds become available, we will purchase items in this list

1. Mimeo boards for each classroom
2. Kindles
3. Additional Professional Learning in Language Arts, Math and Science
4. Response System
5. Supplies and Materials

**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.*

Annistown Elementary monitors students' progress throughout the school year by reviewing data from various sources such as Success Maker, Study Island, interims, ITBS, COGOT, Fountas and Pinnell reading level system and individual teacher assessments. Students are taught to keep a data notebook with all data sources updated at the end of each assessment, excluding individual teacher assessments. After a careful review of each data source as it becomes available, students are placed on an Academic Contract if needed. Academic Contracts are developed for students who demonstrate difficulties in any academic areas. Students are placed in Tier 2 in the RTI process if they demonstrate academic or behavioral difficulties. If progress is not made in response to interventions in Tier 2, students will be referred to the Student Support Team (SST), and Tier 3 committee for additional, more intensive interventions. If required, students will progress to Tier 4 for a complete, comprehensive evaluation. Parents are informed of all aspects of the process through the SST process and are encouraged to participate in all SST meetings as a partner in the education of their child. Parents of students in special education are also invited and encouraged to be an active participant in the development of the student's Eligibility and Individual Education Plan (IEP) meetings.

## **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 interventions/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.
- ❖ AKS (Academics knowledge and Skills)/CQI (Continuous Quality Improvement) will be provided for all students grades K-5 on skills students had difficulties mastering.
- ❖ An academic contract will be developed for students who demonstrate deficit in math. These contracts will include particular interventions gearing to a specific AKS that the student is having difficulty with.
- ❖ Data review Professional Learning will be conducted to identify needs and guide teachers in goal setting or lesson planning.
- ❖ Communication to parents will be made via progress reports, reports cards, individual teacher conferences and phone.

## 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 (manipulative, 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.
- ❖ AKS (Academics knowledge and Skills)/CQI (Continuous Quality Improvement) will be provided for all students grades K-5 on skills students had difficulties mastering.
- ❖ An academic contract will be developed for students who demonstrates deficit in reading. These contracts will include particular interventions gearing to a specific AKS that the student has difficulty with.
- ❖ Data review Professional Learning will be conducted to identify needs and guide teachers in goal setting or lesson planning.

## 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. 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 and students can come on testing days in the summer to take the test. Summer school is only available to grades 3-5. Students in grades 1-2 will have the opportunity to attend a summer program to work on deficit areas. Special education students who demonstrated minimal or no progress or regression on the goals and objectives of the IEP will also be provided the opportunity to attend ESY (Extended School Year). Additionally, ESOL (English as a Second Language) students will have an opportunity of attending ESOL summer school.

**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.

Elements is a program used by all GCPS school to assist teachers and administrators in desegregating student data from results of countywide pretests, posttests and benchmarks. Teachers and administrators work collaboratively to examine this data for instructional purpose, including error patterns, and the need for remediation, acceleration or enrichment. Staff also analyzes the data to improve instruction. Elements can also be used to build common local assessments for which results can be disaggregated.

An additional source that provides disaggregated data is the Georgia Department of Education.

**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 2011 ~ 2012 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, flyers sent home, Snellville website postings, 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.

Annistown Elementary school developed and met with the Title I Committee which is made up of parents, teachers, principle, community members and all stakeholders. The committee met and reviewed Annistown Elementary school wide data and historical trends. Documents such as parent involvement policy, parent compact, action plan and the school wide plan were reviewed. In addition to the previous mentioned documents, a 2010-2011 budget proposal was also review and members' feedback was provided.

**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.*

Parents, teachers, staff, and committee members were all invited to be a part of the revision process of the School Wide Plan at our document review. Flyers were sent home with students, website postings, local school marquee postings, and a phone message system was broadcast to parents and community members in order to get various members involved. A PowerPoint was presented at the meeting explain the various document that will be provided at the document review and committee meetings. Committee members were provided with the opportunity of viewing the plan in parts as a group or individually.

The Annistown Elementary School Title I Committee includes:

<b>Name</b>	<b>Position</b>
Dr. Steve Frandsen	Principal
Portia Junor-Carty	Assistant Principal for Title I
Pat W. Smith	Bookkeeper
Beverly Barber	Parent Instructional Support Coordinators
Elena Borrego	Translator / Clerk / Parent
Michelle Famusipe	Parent
Beverly Carroll	Parent
Charee Hampton	Parent / Teacher
Carmen Stokes	Parent
Stephanie Jones	Parent / Teacher
Dana Levett	Parent / Teacher
Felicia Mudd	Parent/ School Council Member
Xiomara Montano	Parent
Alyse Seals	Parent
Monique Garner	Parent
Robin Wilder	Parent
Debbie Sears	Teacher ~ 5 <sup>th</sup> grade
Pamela Frazier	parent
Ruth Hauser	Parent
Dale Grant	Parent/P.E. Teacher
Kim Catogio	Parent/Teacher ESOL
Teresa Meehan	Teacher/K
Joyce Pulliam	Teacher/1 <sup>st</sup> grade
Pat Brison	Teacher/3 <sup>rd</sup> grade
Nancy Willard	Teacher/EIP
Kimberly Thompson	Teacher/K
Stacy Childs	Teacher/3 <sup>rd</sup>
Rhonda Perry	Parent/4 <sup>th</sup>
Cora Blades	Parent/K
Marcus Sowcik	Teacher/Sp Ed
Dana Levett	Parent/Teacher 1 <sup>st</sup> grade
Alicia Burbank	Parent

**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

For further information please contact the following persons:

Parent Instructional Center  
Ms. Beverly Barber  
770-736-4488

Portia Junor-Carty  
Title- I Assistant Principal  
770-979-2950

**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.