



# 2017 - 2018

## Local School Plan for Improvement

### Simonton Elementary School

Clifton Alexander, *Principal*

Terry Watlington, *Assistant Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

- **Long Term Goal**

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

- **Long Term Goal**

By 2021, Simonton Elementary School's goal is to increase the number of third through fifth grade students scoring at the proficient and distinguished level on the ELA section of the Georgia Milestone Assessment to 70%.

- o **Annual Goal**

Simonton Elementary will increase the overall percentage of 3rd through 5th grade students scoring at the Proficient and Distinguished level by 7.5% from 40% in 2017 to 47.5% in 2018 as measured by the ELA section of the Georgia Milestone Assessment.

53% or higher of the third graders will score at the proficient and distinguished category on the ELA section of the 2018 Georgia Milestone Assessment.

44% or higher of the fourth graders will score at the proficient and distinguished category on the ELA section of the 2018 Georgia Milestone Assessment.

44% or higher of the 5th graders will score at the proficient and distinguished category on the ELA section of the 2018 Georgia Milestone Assessment.

Simonton Elementary students in grades 1-5 will show an overall increase of 5% on the ELA District/State Post Assessments.

#### **Implementation Design**

- **Building Parent Capacity**

Building Parent Capacity



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- **District Level Professional Development**

Through the workshop model, the district coaches will model high yield strategies for speaking and listening; developing reasoning; reading, collecting evidence and writing from a source; and conferring.

- o The district coaches will facilitate debriefing sessions after each modeling experience to ensure that participants are noting the instructional moves made by the district coaches.
- o Training in the GCPS writing rubric.
- o The district coaches will plan mini-lessons with the Simonton participants on the modeled lessons that include high yield strategies.
- o Work on building a vision for rigor, assessing the current state of rigor at Simonton, focusing the best efforts, and supporting of student success
- o Simonton participants will work in collaborative learning teams to analyze their lessons, review student work and assessments, and determine next steps for effective teaching and learning.

- **Imagine Learning (ELA)**

Through Imagine Learning and Literacy, teachers will ensure that once a week every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs.

- **Instructional Conversations**

Instructional Conversation is defined as a regularly scheduled communication between small groups of students facilitated by the teacher with a clear instructional goal. The Instructional Conversation pedagogy integrates current research-based best educational practices for ELLs and other students. It aims to promote higher-order thinking and language development by enhancing and/or supporting:

- Guided practice and modeling of cognitive processes
- Expanding understanding by addressing misconceptions
- Higher-order thinking skills
- Problem-solving strategies
- Active and welcoming learning environments

- **Literacy Numeracy Cohort**

Selected teachers from multiple grade levels will receive professional development in the area of Literacy Numeracy. This PD will be facilitated by the district level coaches.

- **Readers and Writers Workshop Model**

Teachers will promote critical thinking through differentiated instruction within the Readers and Writers Workshop Model.

- **Reduce Class Size**

Reducing class size in grade K-5 and for at-risk students.

- **Saturday Catch Up Tutorial**

K-5 teachers invite their students out to received additional support two Saturdays a month from 9:00-11:30. Areas of support is based on teacher observation, informal and formal data and student request.

- **Long Term Goal**

By 2021, Simonton Elementary School's goal is to increase the number of third through fifth grade students scoring in the proficient level on the Math section of the Georgia Milestone Assessment to 80%



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#### o Annual Goal

Simonton Elementary will increase of percentage of 3rd through 5th grade students scoring at the Proficient and Distinguished level by 8% from 48% in 2017 to 56% in 2018 as measured by the Math section of the Georgia Milestone Assessment.

50% or higher of the third graders will score at the proficient and distinguished category on the Math section of the 2018 Georgia Milestone Assessment.

62% or higher of the fourth graders will score at the proficient and distinguished category on the Math section of the 2018 Georgia Milestone Assessment.

55% or higher of the fifth graders will score at the proficient and distinguished category on the Math section of the 2018 Georgia Milestone Assessment.

Simonton Elementary students in grades 1-5 will show an overall increase of 5% on the Math District/State Post Assessments.

#### Implementation Design

- **Building Parent Capacity**

Building Parent Capacity

- **District Level Professional Development**

The district math instructional specialist will work collaboratively with the school instructional leadership team and local school coaches to provide instructional guidance to K-5 grade level teams to support all teachers of mathematics on strategies in the following areas:

- o Modeling, coaching, and supporting grade level planning to ensure instruction at the appropriate depth and rigor for the Mathematics AKS
- o Modeling and coaching on the implementation of Balanced Numeracy to inform flexible learning groups, formative assessment, and differentiated instruction embedded in mathematics AKS
- o Modeling and coaching with students to build Mathematics content knowledge and pedagogy inclusive of the cycle linking planning, instruction, learning, and assessment

- **Educational Consultant**

Teachers will receive professional development from educational consultants. The staff development will support math teaching strategies.

- **Instructional Conversations**

Instructional Conversation is defined as a regularly scheduled communication between small groups of students facilitated by the teacher with a clear instructional goal. The Instructional Conversation pedagogy integrates current research-based best educational practices for ELLs and other students. It aims to promote higher-order thinking and language development by enhancing and/or supporting:

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- **Literacy Numeracy Cohort**

Selected teachers from multiple grade levels will receive professional development in the area of Literacy Numeracy. This PD will be facilitated by the district level coaches.

- **Math Workshop Model**

Teachers will develop mathematical thinkers through differentiated instruction in the Math Workshop Model.

- **Schoolwide Math Journaling**

Through the use of math journals, k-5 students will develop mathematical skill needed to effectively problem solve. This is an identified area of concern for K-5 students.