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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) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future: Empathy, Equity, Effectiveness, and Excellence](#). All schools across the district will focus on goals **2A- Multi-tiered Systems of Support** and **2B- Opportunity and Access**. Additionally, schools are required to select one goal from each of the other strategic priorities. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are 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, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

2023 - 2024 Local School Plan for Improvement (LSPI)

School: ANNISTOWN ELEMENTARY

Principal: Gwenda Nimmo-Smith

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)		
			Growth Measure KPI	2022 KPI Baseline	2023 KPI Target
Empathy 1.B - Staff and Student Well Being	As Annistown Elementary School becomes more multicultural and multilingual with students and staff from diverse backgrounds, it will be important to create a safe school culture focused on the well-being of ALL students and staff.	<ol style="list-style-type: none"> <i>Snack and Chat with Ms. Smith</i> providing opportunities for staff to have open forums focused on topics related to areas of opportunity from the EES survey. Continue to implement Principal Advisory Council sessions with students in grades K-5. P.R.I.D.E. Time providing opportunities for SEL-focused instruction and activities. 	Student Wellbeing -		
			Increase the % of students indicating positive responses on the Educational Effectiveness Survey in the following characteristics:	35%	50%
			Responsible Decision Making Monitoring of Teaching and Learning Supportive Learning Environment	43%	50%
			Staff Support - Increase the % of staff indicating positive responses on the Educational Effectiveness	47%	50%
				75%	80%
				80%	85%
				83%	87%

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		<ol style="list-style-type: none"> 4. Counselor/SEL Team will participate in district training and provide professional learning opportunities for staff. 5. Plan monthly wellness activities for staff. 6. Continue to celebrate staff and students through recognition activities (Student - General of the Month/Staff - 5 Star General of the Month, Bridge Builder Award, New General of the Month and Generals PRIDE award). 7. Build parent capacity on Social Emotional Learning (SEL) strategies to use at home. 8. Implement school counseling and attendance programs to support students with chronic absenteeism. 9. Students in the at-risk category will be paired with a staff mentor. 10. Consultant to support staff and student wellbeing (motivational speaker). 	Survey in the following characteristics: Collaboration and Communication Readiness to Benefit Focused Professional Learning		
			Decrease the # of students with 10 or more absences	55	45

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		<p>Person Responsible:</p> <p>All Staff</p> <p>From Time Line: 07-24-2023 00:00:00.000</p> <p>To Time Line: 05-24-2024 00:00:00.000</p> <p>Budget Implication:</p> <p>Title I Funds to support, professional learning, and SEL initiatives.</p> <p>Local School Budget</p>																					
Equity 2.A - Multi-tiered System of Supports	Annistown Elementary will Implement a comprehensive multi-tiered system of supports (MTSS) to address academic and non-academic student needs. Through MTSS, we will implement processes and procedures to monitor the effectiveness of teaching practice in order to	<ol style="list-style-type: none">Administer iReady, a universal screener to identify each student's academic needs.Provide Opportunities for intervention and enrichment through Generals Target Time focused on reading (45-minute CQI block).Use of research-based reading resources for an increase in students reading on grade level.	<table><tr><th>Growth Measure KPI</th><th>2022 KPI Baseline</th><th>2023 KPI Target</th></tr><tr><td>PBIS School Status</td><td>Operational</td><td>Distinguished</td></tr><tr><td>Decrease the total State Reportable ODR's</td><td>109 51 67</td><td>80 40 50</td></tr><tr><td>Decrease the number of ISS Days</td><td></td><td></td></tr><tr><td>Decrease the number of OSS Days</td><td></td><td></td></tr><tr><td>Decrease the percentage of students reading below grade level on GMAS in grades 3 - 5</td><td>32%</td><td>24%</td></tr></table>	Growth Measure KPI	2022 KPI Baseline	2023 KPI Target	PBIS School Status	Operational	Distinguished	Decrease the total State Reportable ODR's	109 51 67	80 40 50	Decrease the number of ISS Days			Decrease the number of OSS Days			Decrease the percentage of students reading below grade level on GMAS in grades 3 - 5	32%	24%		
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	develop plans to meet the needs of students resulting in a decrease in the number of students performing at the lowest performance level.	<ol style="list-style-type: none"> 4. Provide professional learning on the use of reading and math intervention resources. 5. Provide Extended Learning Opportunities to support students with academic and non-academic learning opportunities. 6. Utilize IFT meetings for frequent data reviews. 7. The MTSS team will use data from the iReady/DIBELS/SEL screener to create action steps and provide specific interventions for tier II and tier III students while using the MTSS Air Rubric to monitor progress toward effective school-wide implementation. 8. Implement PBIS with fidelity to decrease the number of ODRs, days in ISS, and days of OSS. 	<p>Increase the percentage of students at proficient and distinguished levels on GMAS in grades 3 – 5. Reading Math</p>	<p>38.2% 36%</p>	<p>45% 44%</p>

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		<p>9. Partner with the Office of Behavioral Support to provide coaching and a series of professional learning opportunities on effective tier I classroom management and organization.</p> <p>10. Continue to build teacher capacity and leadership during IFT meetings and leadership team meetings.</p> <p>11. Utilize the EL Education curriculum which engages students in reading, thinking, speaking, and writing about engaging grade-level texts on meaningful and culturally responsive topics.</p> <p>12. Encourage teachers to participate in district professional development.</p> <p>13. Provide resources and materials for</p>	

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		<p>intervention and small groups.</p> <p>14. Establish a PBIS Tier II team and attend Tier II training.</p> <p>15. Provide math interventions during the math block.</p> <p>16. Increase opportunities for small group, targeted instruction that supports the effective implementation of the MTSS process and/or provide additional interventions and support to students.</p> <p>17. Provide WOW Days (release days) for new teachers providing just-in-time professional learning opportunities to build their instructional capacity.</p> <p>Person Responsible:</p> <p>All Staff</p>	

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		<p>From Time Line: 07-24-2023 00:00:00.000</p> <p>To Time Line: 05-23-2024 00:00:00.000</p> <p>Budget Implication:</p> <p>Title I Funds to support, additional staff for small groups, ELT, Intervention resources, stipends for professional learning, conference attendance, expendable equipment for small group/collaborative opportunities, Professional Learning for Tiered instruction training fees, and subs for release days.</p>										
Equity 2.B - Opportunity and Access	Annistown Elementary School will ensure our students have access to and opportunities to engage in high-quality, rigorous, and culturally relevant curriculum and instruction expanding beyond K - 5 to	<p>1. Increase communication and opportunities for Kindergarten and Play2Learn registration to all stakeholders.</p> <p>2. Complete KREP assessment with all kindergarten students within the first 15 days of their school experience.</p> <p>3. Partner with local daycare/preschool facilities to share</p>	<table><tr><td>Growth Measure</td><td>2023 KPI Baseline</td><td>2024 KPI Target</td></tr><tr><td>Increase the percentage of kindergarten students scoring 70% or above in the KREP Assessment</td><td>50%</td><td>55%</td></tr><tr><td>Increase the number of rising kindergarten students enrolled prior</td><td>50%</td><td>55%</td></tr></table>	Growth Measure	2023 KPI Baseline	2024 KPI Target	Increase the percentage of kindergarten students scoring 70% or above in the KREP Assessment	50%	55%	Increase the number of rising kindergarten students enrolled prior	50%	55%
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	include early learning access to all families in the community.	<p>information about registration, enrollment requirements, and SEA programs for rising kindergarten students.</p> <p>4. Offer field trips for local daycares/preschools to come to our school and learn more about the school experience.</p> <p>5. Provide summer mailing to rising kindergarten students.</p> <p>6. Increase opportunities and pathways for all students to demonstrate eligibility for gifted/talented programming - train staff on multiple ways to identify GT students.</p> <p>7. Utilize gifted certified teachers to support with testing of potential Gifted and Talented students.</p> <p>8. Utilize gifted certified support teachers to provide enrichment</p>	to the start of Rising Kindergarten Academy. Increase the number of students enrolled in the Rising Kindergarten Academy. Increase the percentage of students in the gifted and talented Program.	37	42
			7%	10%	

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		<p>opportunities for Gifted and Talented students.</p> <p>9. Provide Extended Learning and Enrichment opportunities for students through podcasts and project-based learning.</p> <p>10. Provide enrichment opportunities through extracurricular activities before and after school.</p> <p>11. Improve kindergarten readiness through our local school's Play2Learn program.</p> <p>12. Expand access to purposeful play experiences through Joyful Learning.</p> <p>13. Provide content-related activities that will enrich student learning through in-school field trips and speakers.</p> <p>14. ITI coach will collaborate with staff to explore the use of innovative technology...</p>	

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		<p>collaborative workstations, Chromebooks, and iPads.</p> <p>15. Increase the amount of culturally relevant titles in the media center.</p> <p>Person Responsible:</p> <p>All Annistown Staff</p> <p>From Time Line: 07-24-2023 00:00:00.000</p> <p>To Time Line: 05-24-2024 00:00:00.000</p> <p>Budget Implication:</p> <p>Title I funds for professional learning opportunities, innovative technology, ELT, books, and collaborative workstations.</p>																					
Effectiveness 3.A - Results-Based Evaluation System	Annistown Elementary staff will use the Results-Based Evaluation System (RBES) to define inputs, behaviors, and outcomes of our students to	<div><div>1. Commit to analyzing and celebrating student academic growth.</div><div>2. Provide opportunities for Learning Walks and Peer Coaching.</div><div>3. Build parent capacity by providing information and communication about</div></div>	<table><tr><th>Growth Measure KPI</th><th>2022 KPI Baseline</th><th>2023 KPI Target</th></tr><tr><td>Kindergarten</td><td></td><td></td></tr><tr><td>KREP score</td><td>50%</td><td>55%</td></tr><tr><td>above 70%</td><td>N/A</td><td>50%</td></tr><tr><td>iReady</td><td>N/A</td><td>50%</td></tr><tr><td>Reading On or Above Grade Level</td><td></td><td></td></tr></table>	Growth Measure KPI	2022 KPI Baseline	2023 KPI Target	Kindergarten			KREP score	50%	55%	above 70%	N/A	50%	iReady	N/A	50%	Reading On or Above Grade Level				
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	determine the success of academic press and supportive community implementations.	<p>ELA and Math curriculum each semester and encourage families to utilize the family engagement center for resources and materials that will support learning at home.</p> <p>4. Innovative Technology Instructional Coach will collaborate with staff to explore and share ideas around the use of innovative technology to enhance instruction.</p> <p>5. Continue to link the teacher Results-Based Evaluation System with the Local School Plan for Improvement</p> <p>6. Weekly walk-throughs by Building Leadership Team focused on specific content areas and components of the school-wide instructional framework while providing feedback for improved instruction and student achievement..</p> <p>7. Continue to implement Instructional Focus Team meetings utilizing the best practices of professional</p>	iReady Math On or Above Grade Level			
			First Grade iReady Reading On or Above Grade Level iReady Math On or Above Grade Level	66% 81%	68% 82%	
			Second Grade iReady Reading On or Above Grade Level iReady Math On or Above Grade Level	59% 59%	63% 63%	
			Third Grade iReady Reading On or Above Grade Level iReady Math On or Above Grade Level Decrease % at the below grade level in Reading on GMAS Decrease the % at the beginning level in Math on GMAS	53% 55% 42% 30%	57% 60% 35% 24%	
			Fourth Grade iReady Reading On	35% 60%	40% 65%	

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		learning communities to deepen their understanding of the AKS for literacy and math, share best instructional practices for implementation of EL Literacy Program, small group instruction, and analyze student assessment data and work samples to inform instruction.	or Above Grade Level	42%	36%	
		• iReady Math On or Above Grade Level	23%	18%		
		Decrease the % below grade level in Reading on GMAS				
		Decrease the % at the beginning level on GMAS.				
		8. Provide professional learning opportunities focused on support for MLL students.	Fifth Grade			
		• iReady Reading On or Above Grade Level	59%	64%		
		27%	21%			
		• iReady Math On or Above Grade Level	34%	28%		
		Decrease the % below grade level in Reading on GMAS				
		Decrease the % at the beginning level in Math on GMAS				
9. Analyze data in iReady with teachers to determine areas of growth for each student .						
10. Analyze iReady data to identify current needs and set goals for student growth and improvement.						
11. Analyze GMAS data to determine needs and provide professional learning opportunities for teachers to support interventions and instruction to decrease students' scoring at the beginning level on Reading and Math GMAS.						

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		<p>12. Build leadership capacity of teacher leaders and building leadership team through support from Leadership Development and national leadership conferences.</p> <p>Person Responsible:</p> <p>All Staff</p> <p>From Time Line: 07-24-2023 00:00:00.000</p> <p>To Time Line: 05-24-2024 00:00:00.000</p> <p>Budget Implication:</p> <p>Title I funds for PD stipends, parent engagement activities, additional intervention resources, innovative technology, furniture for small group instruction and intervention, collaboration areas, and extended learning activities, state and national conferences.</p>									
Excellence 4.C - World-Class Communication and Engagement	As our community has become more diverse, we must communicate in a way that	1. Create mobile technology stations to encourage parent access and completion of parent surveys, F/R	<table><tr><th>Growth Measure KPI</th><th>2022 KPI Baseline</th><th>2023 KPI Target</th></tr><tr><td>Family Survey Increase the % of families indicating positive responses on</td><td></td><td></td></tr></table>	Growth Measure KPI	2022 KPI Baseline	2023 KPI Target	Family Survey Increase the % of families indicating positive responses on				
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	reaches all parents. Enhancing our communication to meet the needs of our diverse student population will help families stay informed of school information as well as student progress. Annistown Elementary will: Improve two-way communication, engagement, and outreach to reach the target audiences of families, students, teachers and the community.	lunch forms, and mypaymentsplus. 2. Call and assist families with connecting to mypaymentsplus and Parent Portal via phone calls and assisting the parent at the school. 3. Contact families that have not signed up for Fall and Spring parent conferences to invite them in for conferences. 4. Teachers and staff will log all parent communication in the Synergy parent contact log. 6. Monthly parent newsletter able to be translated into multiple languages - Generals eNews 7. Provide communication in English and Spanish. 8. Ensure teachers have access to the language bank. 9. Use translation equipment for parent workshops and events. 10. Weekly communication with staff through the	the Educational Effectiveness Survey in the following characteristics: Collaboration and Communication Parent and Community Involvement Clear and Shared Focus	79% 79% 78%	85% 85% 85%
			Increase the number of respondents in the Family Educational Effectiveness Survey	99 Participants	120 Participants
			Increase the percentage of positive responses in the Staff Educational Effectiveness Survey in the Collaboration and Communication characteristic.	75%	80%

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		<p>newsletter - Monday Memo.</p> <p>11. Organize the School Leadership Committee to increase teacher leadership and teacher-led initiatives.</p> <p>12. Organize two-way communication opportunities for stakeholders.</p> <p>13. Update parent center resources and environment.</p> <p>14. Communicate information and curriculum through newsletters from each grade level to students and families.</p> <p>15. Implement the use of Parent Square for effective school to home communication.</p> <p>16. Provide Coffee and Conversations with Ms. Nimmo-Smith for parents and the community 3 times per school year.</p> <p>17. Provide Chat and Chew with Ms. Nimmo - Smith, one-on-one conversations with staff, three times per school year.</p> <p>Person Responsible:</p>	

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		<p>All Staff</p> <p>From Time Line: 07-24-2023 00:00:00.000</p> <p>To Time Line: 05-24-2024 00:00:00.000</p> <p>Budget Implication:</p> <p>Title I to support family center resources and updates, purchase of innovative technology, SMORES subscription, and printing for communication throughout the school year and summer.</p>			
Family Engagement/Building Parent Capacity -	We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in The Plan/The Promise.	<ol style="list-style-type: none"> 1. Continue to build parent capacity through family engagement nights. 2. Support parents in using Parent Square for communication purposes. 3. Provide English classes to our Spanish-speaking parents. 4. Provide Spanish classes for DLI parents to support their students at home. 	Growth Measure KPI	2022 KPI Baseline	2023 KPI Target
			Family Survey Increase the % of families indicating positive responses on the Educational Effectiveness Survey in the following characteristics: Collaboration and Communication Parent and Community Involvement Clear and Shared Focus	79% 79% 78%	85% 85% 85%

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		5. Use translation devices to support parents during conferences and family engagement nights. 6. Update the Parent center with resources and equipment to support parents. 7. Provide learning opportunities for parents through our parent center. 8. Provide opportunities for parents to learn alongside their child during Bring Your Parent to School Days. 9. Provide opportunities to build relationships through Lunch on the Lawn activities. 10. Advertise and offer translation services for parents so they may fully participate in school events, meetings, and activities. 11. Provide AKS at Home workshops to support parents with	Increase the number of respondents in the Family Educational Effectiveness Survey	99 Participants	120 Participants
			Increase the percentage of positive responses in the Staff Educational Effectiveness Survey in the Collaboration and Communication characteristic.	75%	80%

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		<p>curriculum and strategies to support students at home.</p> <p>Person Responsible:</p> <p>POL</p> <p>AP-TI</p> <p>Principal</p> <p>Instructional and non-instructional staff</p> <p>From Time Line: 07-24-2023 00:00:00.000</p> <p>To Time Line: 05-24-2024 00:00:00.000</p> <p>Budget Implication:</p> <p>Title I funding to support updating the parent center, purchase of resources, supplies, and materials, consultant for engagement activities, communication devices, Kiosk, SMORES subscription, printing, and communication resources.</p>	