



# 2016 - 2017

## Local School Plan for Improvement

### Ferguson Elementary School

Angelique S Mitchell, *Principal*

Clay Hunter, *Executive Director*

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

Ferguson Elementary will meet or exceed the number of students predicted to be College and Career ready as measured by decreasing student discipline referrals, higher student attendance rates, and continuing growth of students receiving passing grades in content courses.

#### o Annual Goal

Students will increase academic achievement in AKS of core content areas as measured by District Assessments. 90% of 4th and 5th grade students will demonstrate mastery of the AKS in Literacy and Math. At least 90% of students will miss fewer than 6 days of school. Student discipline referrals resulting in ISS or OSS will decrease by at least 25%.

#### Implementation Design

##### • Building Parent Capacity

Ferguson Elementary will host Parent Involvement Workshops as learning opportunities for parents. The Parent Instructional Coordinator will organize, conduct and/or facilitate workshops that build parent capacity in understanding academic achievement standards and academic assessments (state and local). In addition to academics, parents will learn more about strategies to ensure successful behavior and attendance practices for their child. Parents will be equipped with the knowledge and skills to work with Ferguson Elementary educators to provide a successful learning environment for children.

The Parent Center will serve as a hub to support parental involvement. Parent Involvement Workshops will be conducted in the Parent Center. Parents will be orientated to the various functions of the Parent Center, which includes instructional resources available for check-out and help sessions for parents seeking advisement for their child's education.

Ferguson Elementary will implement a high-impact family engagement model, Academic Parent Teacher Teams. APTT is a classroom-based, teacher-led, data-driven family engagement model. The innovative design of APTT is rooted in training families to support children's academic goals by linking home and school learning. Teachers will participate in professional learning to ensure effective parental involvement. Professional learning strategies include how to reach out to and communicate with parents. Along with working with parents as equal partners in education. Additional parent workshops that are aligned with the Local School Plan for Improvement (LSPI) will be provided.

##### • ABC Reports

###### • ABC Reports

The ABC Reports will be utilized by teachers, counselors, and administrators to identify students that need specific intervention needs, such as RTI, SST and Counseling programs.

##### • Attendance

Teachers and counselors will monitor daily attendance of all students. Through various incentives, such as daily attendance check-ins and a school-wide attendance program. Perfect attendance will be celebrated quarterly for students.



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- **Collaborative Planning**

Collaborative learning opportunities will be offered throughout the school year. These collaborative learning teams will focus on increasing student academic achievement in AKS of core content areas.

- **Positive Behavioral and Intervention Supports**

Ferguson Elementary will continue to implement Positive Behavioral Interventions and Supports (PBIS) at an Operational level as designated by the GADOE. Through school wide implementation, PBIS will promote a positive school climate, a safe school climate and overall improvement in academic success for students.

The PBIS Leading Learning Team will continually monitor the progress of PBIS. The team will support the following:

PBIS Team

Administrative Support

Faculty Commitment/Participation

Effective Discipline

Data Entry and Analysis

School wide Expectations and Rules: Be Respectful, Be Responsible, Be a Role Model

Reward/Recognition

Lesson Plans for Teaching Behavior Expectations

PBIS Steering Committee and Design Teams

Classroom PBIS

Evaluation

- **Long Term Goal**

Ferguson Elementary students will demonstrate increased performance on the Math, Language Arts, Science, and Social Studies GMAS subtests. By 2020 - 2021, more than half of the students will perform in the Commendable range. Students will meet or exceed his/her individual expected level of performance/growth on each GMAS subtest.

- o **Annual Goal**

100% of students who participate in SPGs (K-3), as measured by the SPG rubric, District Assessments (4-5) will show growth with 80% making expected or high growth on the English Language Arts, Math, Science, and Social Studies District Assessments. Additionally, at least 30% of these students will show high growth.

### Implementation Design

- **Building Parent Capacity**

Ferguson Elementary will implement a high-impact family engagement model, Academic Parent Teacher Teams. APTT is a classroom-based, teacher-led, data-driven family engagement model. The innovative design of APTT is rooted in training families to support children's academic goals by linking home and school learning. Teachers will participate in professional learning to ensure effective parental involvement. Professional learning strategies includes how to reach out to and communicate with parents. Along with working with parents as equal partners in education. Additional parent workshops that are aligned with the Local School Plan for Improvement (LSPI) will be provided.

- **Coaching and Collaboration**

Grade level instructional coaches along with the writing coach, will consistently model best instructional practices. They will provide targeted training in quality plus teaching strategies necessary for student success in all subject areas. With the support of the instructional coaches, teachers will learn how to effectively provide relevant and rigorous instruction for students. In addition, coaches will lead professional development of grade level and support teachers to build capacity for collaboration, modeling and practice, and gradual release through the Ferguson Learning Cohort.



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- **Collaborative Planning**

Grade level teams along with support staff will collaborate weekly with a focus on essential AKS in all content areas. During the collaboration sessions learning teams will review the data and curriculum to determine what needs to be taught, re-taught, and enriched. Further, collaborative learning teams will have discussion regarding best practices for implementation and determine appropriate assessment strategies for mastery of the AKS. Collaborative planning opportunities during the summer will be offered. This will allow teacher learning teams to review and analyze assessment data to develop a framework for instruction for the upcoming school year.

- **Data Discovery**

Collaborative learning teams will continuously review, analyze, and disaggregate data. Teachers will use the data to inform instruction for review, enrichment, and/or re-teaching for mastery. Teachers will be given an opportunity to collaborate on data discovery during scheduled full or half-day planning time(s).

- **Extended Learning Time**

Students at-risk for meeting academic standards will participate in extended learning programs. Teachers will provide additional academic instruction through extended learning programs in literacy, math, social studies and/or science. In addition, extended learning opportunities include transition programs for incoming kindergarten students.

- **Ferguson Elementary Literacy Framework**

Ferguson Elementary will implement best instructional practices in literacy. These practices are outlined in Ferguson Elementary Literacy Framework.

The FES Literacy Framework will be implemented daily by all content teachers. Each grade level will utilize specific strategies as outlined in grade level Literacy Frameworks. FES Literacy Framework includes the following:

Modeled Reading/Interactive Read Aloud

- Read Aloud
- Purposeful Think Aloud
- Mentor Texts that Target Skills

Shared Reading

- Print Accessible to All
- Big Books
- Document Camera
- Mimio
- Multiple copies of text
- Teacher models and invites students to participate
- Collaborative Conversations
- Content Integration: Science/Social Studies
- Reader's Theatre

Guided Reading

- Small Groups based on Instructional Level
- K-2: 4-5 times per week
- 3-5: 2-3 times per week
- Below grade level readers meet more frequently
- Strategic Behaviors
- Comprehension Strategies
- Assess students frequently with Running Records and Anecdotal Notes



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#### Independent Reading

- Daily opportunities to read self-selected books
- Collaborative Conversations
- Reading Response in Journals

#### Close Reading

- Students will participate in Close Reading of complex texts by rereading with a different purpose
- Teachers will ask text dependent questions that require students to return to the text
- Students will annotate texts to show their thinking
- Students will complete after reading tasks that will require students to use their annotations and return to the text

#### Word Study

- Guided practice and explicit instruction on grade level phonemic awareness, letter-sound correspondence, word families, sight words, word parts/roots, Greek & Latin roots, vocabulary, and grammar.

#### Modeled Writing

- Mentor text
- Daily modeling of ideas, organization, style, and conventions

-Document camera

-Chart paper

- Teacher modeled writing
- Think Alouds Shared Writing
- Interactive Writing allowing students to record text

-Document Camera

-Chart Paper

-Mimio

- Varying Genres, content, and purpose

#### Guided Writing

- Conferences with 1 teaching point
- Individual and Small groups instruction

#### Independent Writing

- Self-selected topics
- Editing and Revision
- Quick write (pictures, prompts, DBQ)

Teachers will have the opportunity to participate in professional learning opportunities that will foster support of implementing best practices in literacy.

#### • **Math Workshop Model**

Ferguson Elementary will continue implementing the workshop model daily in during K - 5 math instruction.

Components of the workshop model includes:

- number talks, mini-lessons, Guided Math, journaling, problem solving, use of manipulatives, active engagement
- content integration of literacy, science, social studies and technology

Data Analysis: Teachers will review formative assessments and math pre-assessments to inform instruction during mini lessons, guided reading/math and student conferences.

Development: Based on teachers' self-assessment, teachers will have the opportunity to participate in coaching cycles



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and admire/acquire visits.

Teachers will have the opportunity to participate in professional learning opportunities that will foster support of implementing best practices in literacy, math, and technology integration.

- **Transforming Teaching and Learning through Technology Integration**

Teachers will increase student capacity for using technology during instructional activities. Teachers will participate in ongoing professional learning that will include technology uses and integration in all content areas.

Teachers will have the opportunity to participate in professional learning opportunities that will foster support of implementing best practices in literacy, math, and technology integration.

- **Long Term Goal**

Ferguson Elementary will perform above the CCRPI line of regression based on free and reduced lunch percentages. The percentage of students who will exceed predicted levels on the ITBS based on their CogAT scores will increase each year.

- o **Annual Goal**

Students in grades 2 and 5 will achieve or surpass predicted levels of performance on the IOWA based on their CogAT scores. Every EL student will move from one performance band to a higher performance band as measured by ACCESS. SWD will be served in the least restrictive environment 100% of the academic school day.

#### Implementation Design

- **Building Parent Capacity**

Ferguson Elementary will host Parent Involvement Workshops as learning opportunities for parents. The Parent Instructional Coordinator will organize, conduct and/or facilitate workshops that build parent capacity in understanding academic achievement standards and academic assessments (state and local). In addition to academics, parents will learn more about strategies to ensure successful behavior and attendance practices for their child. Parents will be equipped with the knowledge and skills to work with Ferguson Elementary educators to provide a successful learning environment for children.

The Parent Center will serve as a hub to support parental involvement including workshops. Parents will be orientated to the various functions of the Parent Center, which includes instructional resources available for check-out and help sessions for parents seeking advisement for their child's education.

Academic Parent Teacher Teams consist of teams of teachers, parents and students working together to increase student achievement. The teams focus on specific skills as parents create SMART goals based on personalized data of their child. Parents are provided with tools and strategies to help in obtaining the goal.

- **Data Discovery**

At Ferguson Elementary, teachers will review, analyze and disaggregate District Assessment data quarterly. Teachers will use the data to determine standards on which students demonstrated the least proficiency in content areas and inform instruction for re-reviewing and/or re-teaching for mastery. Additional data that will reviewed includes CogAT and IOWA along with ongoing grade level common assessments.

- **Response to Intervention**

At Ferguson Elementary, we will implement the RTI process for students performing below grade level and students not achieving at predicted performance levels. RTI will follow a tiered process that includes Kid Talks, SST, Interventions,



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and Testing based on students' response to RTI strategies.

Each grade level will have a RTI Champion that will assist and monitoring the fidelity of the process.

- **Tier 4 - Progress Monitoring of EL and SWD**

The case managers for ELs and SWD will monitor progress on report card grades, District Assessments (DA), IEP goals and objectives, and English Learner Proficiency Plan (ELPP) each quarter. Additionally, case managers will provide adjustments to instructional plans for students as needed.

- **Long Term Goal**

Ferguson Elementary will earn ratings on the student, staff, and parent perception surveys that reflect high levels of support and responsiveness to stakeholders input. Perception survey results will exceed the GCPS average annually.

- o **Annual Goal**

Perception survey results completed by Ferguson Elementary students (3rd-5th), staff, and parents will increase overall from the survey results of the previous school year; parent participation in the survey will increase from previous school year and overall results will exceed GCPS averages by at least .10%.

#### Implementation Design

- **Building Parent Capacity**

Ferguson Elementary will host Parent Involvement Workshops as learning opportunities for parents. The Parent Instructional Coordinator will organize, advertise, and conduct and/or facilitate workshops that build parent capacity in understanding academic achievement standards and academic assessments (state and local). Workshops will be offered at a variety of times to accommodate parent schedules. In addition to academics, parents will learn more about strategies to ensure successful behavior and attendance practices for their child. Parents will be equipped with the knowledge and skills to work with Ferguson Elementary educators to provide a successful learning environment for children. Parents will have access to computers and staff support in completing surveys and using online resources.

- **Annual Perception Survey**

Ferguson Elementary will administer the annual stakeholders' Perception Surveys as a measure to determine strengths and area of growth of the school climate based on survey results.

The administration team will encourage constant communication and feedback of all stakeholders. Achievements of teachers and students will be recognized. Parents will be encouraged to be active stakeholders through parental organizations such as PTA and School Council.

Students - Student Engagement Instrument data will be used to inform counseling support - classroom lessons, small group counseling, and individual counseling.

Teachers/staff - Informal surveys will be administered quarterly to inform best practices to sustain a positive school culture and instructional focused climate.

Parents - APTT parent surveys will be administered three times (BOY, MOY, EOY) to determine the usefulness of at home learning activities.

- **Student Engagement Survey(SEI)**

Ferguson Elementary students in grades 3, 4 and 5 will participate in the administration of the SEI at least twice a year. The data will be used to determine student needs. The teachers, counselors, and staff will support needs through targeted support.

- **Long Term Goal**



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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.