



2018 - 2019

Local School Plan for Improvement

J. A. Alford Elementary School

Shon Davis, *Principal*

Dr. 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

The percentage of Alford students scoring in the Proficient/Distinguished levels on the GMAS will be at or above 60% on the Language Arts subtests, 70% on the Math subtests, and 50% on the Science and Social Studies subtests. The students of Alford Elementary School will leave prepared with a skill set to be successful in middle and high school.

o Annual Goal

At least 75% of the K-2 and 60% of the 3-5 students will demonstrate at least one year growth in reading as measured by the Fountas and Pinnell Instrument. Those students below grade level will show at least one additional level.

K-2nd

Kindergarten students will move from 73% to 75% (increasing 2% from SY 2017-18).

Grade 1 students will move from 66% to 70% (increasing 4% from SY 2017-18).

Grade 2 students will move from 81% to 83% (increasing 2% from SY 2017-18).

3rd- 5th

Grade 3 students will move from 65% to 70% (increasing 5% from SY 2017-18).

Grade 4 students will move from 70% to 72% (increasing 2% from SY 2017-18).

Grade 5 students will move from 60% to 65% (increasing 5% from SY 2017-18)



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o Annual Goal

District Assessments:

At least 35% or greater of the students who participate in the ELA District Assessments (Grades 1-5) will score in the proficient/distinguished levels.

Grade 1 students will go from 27% to 35%.

Grade 2 students will go from 26% to 35%.

Grade 3 students will go from 43% to 45%.

Grade 4 students will go from 35% to 37%.

Grade 5 students will go from 13% to 35%.

At least 75-80% of the students who participate in the Math District Assessments (Grades 1-2) will score in the proficient/distinguished levels.

Grade 1 students will go from 77% to 80%.

Grade 2 students will go from 73% to 75%.

At least 45% or greater of the students who participate in the Math District Assessments (Grades 3-5) will score in the proficient/distinguished levels.

Grade 3 students will go from 38% to 45%.

Grade 4 students will go from 45% to 47%.

Grade 5 students will go from 42% to 45%.

At least 40% or greater of the students who participate in the Science District Assessments (Grades 3-5) will score in the proficient/distinguished levels.

Grade 3 students will go from 14% to 40%.

Grade 4 students will go from 42% to 45%.

Grade 5 students will go from 52% to 55%.

At least 35% of the students who participate in the Social Studies District Assessments (Grades 3-5) will score in the proficient/distinguished levels.

Grade 3 students will go from 6% to 35%.

Grade 4 students will go from 33% to 35%.

Grade 5 students will go from 12% to 35%.



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o Annual Goal

GMAS/ACCESS

At least 40% of the students who participate in the ELA GMAS (Grades 3-5) will score in the proficient/distinguished levels.

Grade 3 students will go from 23% to 42%.

Grade 4 students will go from 38% to 47%.

Grade 5 students will go from 31% to 41%.

At least 45% of the students who participate in the Math GMAS (Grades 3-5) will score in the proficient/distinguished levels.

Grade 3 students will go from 30% to 54%.

Grade 4 students will go from 43% to 47%.

Grade 5 students will go from 26% to 46%.

At least 35% of students who participate in the Science GMAS (Grade 5) will score in the proficient/distinguished levels.

Grade 5 students will go from 29% to 50%.

At least 35% of students who participate in the Social Studies GMAS (Grade 5) will score in the proficient/distinguished levels.

Grade 5 students will go from 20% to 38%.

65% of our English Learners who participate in ACCESS will move from one performance band to a higher performance band as measured by the 2019 ACCESS.

• Long Term Goal

Alford Elementary will create a positive school culture that fosters and sustains learning that equips students to be successful academically, socially, and emotionally for an educational experience in which College and Career-Ready opportunities will be consistently available for all students. As a school, we will constantly monitor discipline and attendance in order to ensure that students are maintaining acceptable performance to accomplish this school-wide goal.

• 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.