



2020 - 2021

Local School Plan for Improvement

J. A. Alford Elementary School

Sebastian 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

By 2022, The percentage of Alford students scoring in the Proficient/Distinguished levels on the GMAS will be at or above 70% on the Language Arts subtests, 70% on the Math subtests, and 55% 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 80% of the K-2 students and 65% of the 3-5 students will demonstrate at least one year growth in reading measured by the Fountas and Pinnell Instrument as compared to 62% of K-2 students and 61% of 3-5 students in school year 2018-19. Those students below grade level will show at least two additional levels as measured by the Fountas and Pinnell Instrument.

K-2nd

At least 75% of the Kindergarten students will perform at grade level standard according to the Fountas and Pinnell instrument as compared to 61% in school year 2018-19.

At least 70% of the 1st grade will perform at grade level standard according to the Fountas and Pinnell Instrument as compared to 59% in school year 2018-19.

At least 75% of the 2nd grade students will perform at grade level standard according to the Fountas and Pinnell Instrument as compared to 65% in school year 2018-19.

3rd-5th

At least 79% of the 3rd grade students will perform at grade level standard according to the Fountas and Pinnell Instrument as compared to 74% in school year 2018-19.

At least 70% of the 4th grade students will perform at grade level standard according to the Fountas and Pinnell Instrument as compared to 58% in school year 2018-19.

At least 68% of the 5th grade students will perform at grade level standard according to the Fountas and Pinnell Instrument as compared to 53% in school year 2018-19.



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o Annual Goal

District Assessments:

- 1). At least 40% or greater of the students who participate in the ELA District Assessments (Grades 1-5) will score in the proficient/distinguished levels as compared to 34% in school year 2018-19.
- 2). At least 80% of the students who participate in the Math District Assessments (Grades K-2) will score in the proficient/distinguished levels as compared to 73% in school year 2018-19.
- 3). At least 50% of the students who participate in the Math District Assessments (Grades 3-5) will score in the proficient/distinguished levels as compared to 47% in school year 2018-19.
- 4). At least 47% of the students who participate in the Science District Assessments (Grades 3-5) will score in the proficient/distinguished levels as compared to 44% in school year 2018-19.
- 5). At least 40% of the students who participate in the Social Studies District Assessments (Grades 3-5) will score in the proficient/distinguished levels as compared to 19% in school year 2018-19.

o Annual Goal

Georgia Milestones/ACCESS

- 1.) At least 48.9% of the students who participate in the ELA GMAS (Grades 3-5) will score in the proficient/distinguished levels as compared to 39% in school year 2018-19.
- 2). At least 57% of the students who participate in the Math GMAS (Grades 3-5) will score in the proficient/distinguished levels as compared to 47.6% in school year 2018-19.
- 3). At least 54.9% of the students who participate in the Science GMAS (Grade 5) will score in the proficient/distinguished levels as compared to 54% in school year 2018-19.
- 4). At least 41% of students who participate in the Social Studies GMAS (Grade 5) will score in the proficient/distinguished levels as compared to 36% in school year 2018-19.
- 5). At least 60% of our English Learners who participate in the ACCESS will move from one performance band to a higher performance band as measured by the 2020 ACCESS Instrument as compared to 45% in school year 2018-19.

• Long Term Goal

By 2022, 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.



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- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in The Plan/The Promise.