



2020 - 2021

Local School Plan for Improvement

R. L. Norton Elementary School

Melanie Lee, *Principal*

Joe Ahrens, *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

At R.L. Norton Elementary School, 80% of the students in grades 3, 4, and 5 will perform in the proficient and/or distinguished levels in the core content areas of English Language Arts and Mathematics on the Georgia Milestones Assessment System by 2022.

65% of Norton's 5th grade students will perform in the proficient and/or distinguished levels in the core content areas of Science and Social Studies on the Georgia Milestones Assessment System by 2022.

In addition, 30% of the students in grades 3, 4, and 5 will perform in the distinguished level in the core content areas of English Language Arts and Mathematics on the Georgia Milestones Assessment System by 2022.

o Annual Goal

Norton Elementary students will demonstrate effective reading comprehension skills and fluency by scoring on or above expected levels of performance/growth on Gwinnett County Public Schools' (GCPS) Unit Assessments. All students will score a 75% or above on ELA Unit Assessments.

Implementation Design

• Building Parent Capacity

R.L. Norton Elementary School will continue to provide opportunities for building parent capacity through Title I parent workshops. The workshops will be aligned with Norton's annual Local School Plan for Improvement (LSPI) goals. The target population will be students, parents, and/or the community to support Norton's at-risk learners in all content areas.

• Collaborative Planning Through CLTs

Teachers across all grade levels will engage in collaborative planning meetings in the content areas of English Language Arts, Mathematics, Science, and Social Studies.

> Three days a week (Tuesday – Math Focus, Wednesday – ELA Focus, and Thursday – Science & Social Studies Focus), teachers and instructional coaches will create a collaborative planning calendar with agendas that focus on these behaviors/tasks:

*Analyzing and deconstructing standards (AKS)

* Use district and Norton pacing calendars and instructional resources (Quality Plus Teaching Strategies, Lucy Calkins' Units of Study in Reading, Writing, and phonics, Balanced Literacy and Numeracy through Gradual Release of Responsibility, Formative Instructional Practices, Understanding Texts & Readers, Reading and Writing Strategies, etc.)

* Align common assessments (formative and summative) with pacing calendars

* Analyze common assessments to drive instruction and differentiation

* Analyze formative and summative assessment data

* Team collaboration with support teachers/staff (Instructional Coaches, ELL, Special Education, EIP, LSTC, eCLASS)



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specialist)

- * Creating and/or reviewing lesson plans using actions for student achievement protocol
- * Analyzing student work using actions for student achievement protocol
- * Modeling and observing instructional strategies with debriefing conversations

((A minimum of two PLCs will be required each month during collaborative planning.))

> Collaborative release planning will be provided to teachers once or twice during each semester, after District Assessments are completed and scored, to analyze student performance data and student work samples to drive instructional needs for differentiation (remediation and enrichment), plan for instruction and assessment, create common assessments (formative and summative). In addition, teachers will obtain professional learning focused on Balanced Literacy and Numeracy through the framework of Gradual Release of Responsibility, content area research-based instructional strategies, Quality Plus Teaching Strategies, and/or integrating instruction.

Guiding Questions while analyzing student performance data:

What are our students expected to know and be able to do as a result of the standard?

How do we know if our students mastered the standard?

How will we respond if our students do not master the standard? (remediation)

How will we respond if our students master the standard? (enrichment)

Collaborative planning work will be implemented by grade level teachers, instructional coaches, support staff, grade level's district leadership team/model classroom teachers, and/or grade level assistant principal.

This implementation design activity will be monitored by the administrative team using formal and informal classroom observations (GTES dashboard data and observation notes and/or feedback) and/or current student performance data (District Assessments, course grades, IOWA, common assessment data, etc.). Teacher and student performance data will be analyzed and discussed during administrative team meetings by administrators and instructional coaches. As a result of this analysis and discussions, instructional coaches will facilitate professional learning and provide instructional support (modeling instructional strategies) for teachers (one-on-one, small group, and/or whole group) to improve practice and increase student achievement.

• **Comet Time**

In addition to differentiated instruction provided through specific content area instruction, as outlined in our master block schedule, students in kindergarten through fifth grades will engage in an AKS/CQI model for 30 minutes daily in the content areas of math and literacy (integrating science and social studies when applicable). Teachers will analyze formative and summative data to determine AKS needing additional instructional support and student practice to increase mastery. Teachers will provide AKS instruction using Quality Plus Teaching Strategies to remediate and enrich students based on individual student performance data/levels to increase student mastery and/or achievement. Teachers will use pre and post assessment data to determine progress and/or mastery towards the identified AKS.



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• **Modeled Instruction**

Teachers and instructional coaches will be involved in observing and/or modeling instructional strategies during collaborative and/or release planning meetings focused on math and literacy (as well as integration across content areas when needed or applicable). In addition to traditional classrooms, there will be a literacy/math lab established for modeling instructional strategies for colleagues with students during the school day.

Teachers may request the instructional coaches to support them with the coaching cycle in areas of need in math and literacy (as well as integration across content areas when needed or applicable).

Teachers may work with administration to establish opportunities to observe and/or model instructional strategies for or with colleagues across content areas and across grade levels (vertical alignment).

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o **Annual Goal**

Norton Elementary students will demonstrate proficiency in mathematical computation skills and problem solving abilities by scoring on or above their expected levels of performance/growth on the Gwinnett County Public Schools District (GCPS) Unit Assessments. All students will score a 75% or above on Math Unit Assessments.

Implementation Design

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- * Analyze formative and summative assessment data
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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.