



2016 - 2017

Local School Plan for Improvement

McKendree Elementary School

Loretta E Denmark, *Principal*

Dr. Kelli McCain, *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

McKendree Elementary's goal is to have 100% of our students performing in the Proficient Learners and/or Distinguished Learners ranges on the Georgia Milestones Assessment for English/Language Arts by 2018 - 2019.

o Annual Goal

The percentage of McKendree Elementary fourth and fifth grade students scoring in the Proficient and Distinguished categories on the 2016 & 2017 English Language Arts (ELA) District Assessment (DA) end of year assessment will increase by five percentage points when compared to the 2015 & 2016 ELA DA end of year assessment scores in the same categories. In addition, the percentage of students in the Distinguished category will increase by five percentage points. The percentage of 2016 & 2017 McKendree Elementary kindergarten through fifth grade students reading on or above grade level at the end of the year, as measured by the Fountas and Pinnell (F & P) assessment system, will increase by five percentage points when compared to the 2015 & 2016 end of year F & P assessment. (See attached goals charts.)

Implementation Design

• Building Parent Capacity

Building Parent Capacity: The PIC and the Title I AP will work with parents in workshops to assist parents with understanding how to engage students in reading and strategies that can be used at home to ensure students are able to increase their endurance for reading. Parents will also learn about the AKS that are being taught and have the opportunity to check out instructional materials to support that learning at home.

• Coaching, Collaboration, and Balance Literacy and Numeracy

This course is designed to assist representatives from kindergarten through fifth grade with deepening their understanding of the content, pedagogy, and assessment of student learning during the literacy and numeracy blocks. Using the workshop model framework and the Plan, Do, Check, Act cycle, the teachers will participate in collaborative learning sessions that include modeling, coaching, and supporting the planning and implementation of effective instruction.

• Collaborative Planning

Kindergarten through fifth grade level teams, vertical teams, and other staff members will meet in a variety of setting to analyze student work and achievement and to identify at-risk students. Grade levels will meet weekly with their collaborative teams to deconstruct standards, develop common assessments, analyze student data, and to develop effective lesson plans for teaching as well as re-teaching. Vertical curriculum teams will meet monthly to analyze and monitor the standards being taught at each grade level.



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- **Extended Learning Time**

Students in grades 3-5 who are determined to be our most at-risk in ELA and MA will be invited to attend our Spring ELT program. Students will have an opportunity to learn content that they have shown difficulty in based upon district and common assessment data in a small group setting after school and/or on the weekend.

- **Just in Time Gradual Release Training Sessions with ELA Coaches**

Our two, part-time ELA coaches will continue to create and deliver Just in Time training sessions on the use of gradual release in the classroom to support teachers as they increase student learning. Most sessions will take place during weekly planning sessions. However, some sessions will be delivered after school to whole groups or specific teachers in need of additional support. Coaches will also work one-on-one with teachers and model lessons as needed.

- **New Teacher Mentor-Mentee Training**

New teachers will be partnered with veteran teachers throughout the school year. Veteran teachers and administration will provide multiple Just in Time training sessions and lead informative discussions on ways to improve student learning for all McKendree students.

- **Nine Weeks Data Digs**

Teachers will perform quarterly data digs during scheduled data review meetings at their grade level and/or as a faculty. The focus will be to analyze student performance on district assessments and common assessments. Teachers will use information gained to inform instruction in the classroom and to create plans for improvement in areas of need for specific students.

- **Long Term Goal**

McKendree Elementary's goal is to have 100% of our students performing in the Proficient Learners and/or Distinguished Learners ranges on the Georgia Milestones Assessment for Mathematics by 2018 - 2019.

- o **Annual Goal**

The percentage of McKendree Elementary first through fifth grade students scoring in the Proficient and Distinguished categories on the 2016 & 2017 Mathematics District Assessment (DA) end of year assessment will increase by five percentage points when compared to the 2015 & 2016 Mathematics DA end of year assessment scores in the same categories. In addition, the percentage of students in the Distinguished category will increase by five percentage points. (See attached goals charts.)

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity: The PIC and the Title I AP will work with parents in workshops to assist parents with understanding how to use multiple methods of teaching students math and strategies that can be used at home to ensure students are able to solve problems using many strategies. Parents will also learn about the AKS that are being taught and have the opportunity to check out instructional materials to support that learning at home.

- **Coaching, Collaboration, and Balance Literacy and Numeracy**

This course is designed to assist representatives from kindergarten through fifth grades with deepening their understanding of the content, pedagogy, and assessment of student learning during the literacy and numeracy blocks. Using the workshop model framework and the Plan, Do, Check, Act cycle, the teachers will participate in collaborative learning sessions that include modeling, coaching, and supporting the planning and implementation of effective instruction.



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- **Collaborative Planning with District Provided Math Specialist**

Kindergarten through fifth grade level teams, vertical teams, and other staff members will meet in a variety of setting to analyze student work and achievement and to identify at-risk students. Grade levels will meet weekly with their collaborative teams to deconstruct standards, develop common assessments, analyze student data, and to develop effective lesson plans for teaching as well as re-teaching. Vertical curriculum teams will meet monthly to analyze and monitor the standards being taught at each grade level. Representatives from McKendree will meet regularly with the cluster stem team to insure that the same standard of rigor is implemented in the learning environment. Additionally, the district provided math specialist, Lindsay Moore, will provide additional support with understanding the AKS and ensuring that lessons, assessments, and learning activities match the AKS.

- **Extended Learning Time**

Students in grades 3-5 who are determined to be our most at-risk in ELA and MA will be invited to attend our Spring ELT program. Students will have an opportunity to learn content that they have shown difficulty in based upon district and common assessment data in a small group setting after school and/or on the weekend.

- **New Teacher Mentor-Mentee Training**

New teachers will be partnered with veteran teachers throughout the school year. Veteran teachers and administration will provide multiple Just in Time training sessions and lead informative discussions on ways to improve student learning for all McKendree students.

- **Nine Weeks Data Digs**

Teachers will perform quarterly data digs during scheduled data review meetings at their grade level and/or as a faculty. The focus will be to analyze student performance on district assessments and common assessments. Teachers will use information gained to inform instruction in the classroom and to create plans for improvement in areas of need for specific students.

- **Number Talks**

All math teachers will utilize Number Talks strategies in the classroom to increase student number sense.

- **Long Term Goal**

McKendree Elementary's goal is to have 100% of our students performing in the Proficient Learners and/or Distinguished Learners ranges on the Georgia Milestones Assessment for Science by 2018 - 2019.

- o **Annual Goal**

The percentage of McKendree Elementary fourth and fifth grade students scoring in the Proficient and Distinguished categories on the 2016 & 2017 Science District Assessment (DA) end of year assessment will increase by five percentage points when compared to the 2015 & 2016 Science DA end of year assessment scores in the same categories. In addition, the percentage of students in the Distinguished category will increase by five percentage points. (See attached goals charts.)

Implementation Design

- **Building Parent Capacity**

Parents will have an opportunity to attend STEM Exploration Night. During this event, parents will receive strategies and activities that they may use at home to increase their children's understanding and love for science.



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- **Collaborative Planning**

Kindergarten through fifth grade level teams, vertical teams, and other staff members will meet in a variety of setting to analyze student work and achievement and to identify at-risk students. Grade levels will meet weekly with their collaborative teams to deconstruct standards, develop common assessments, analyze student data, and to develop effective lesson plans for teaching as well as re-teaching. Vertical curriculum teams will meet monthly to analyze and monitor the standards being taught at each grade level. Representatives from McKendree will meet regularly with the cluster stem team to insure that the same standard of rigor is implemented in the learning environment.

- **New Teacher Mentor-Mentee Training**

New teachers will be partnered with veteran teachers throughout the school year. Veteran teachers and administration will provide multiple Just in Time training sessions and lead informative discussions on ways to improve student learning for all McKendree students.

- **Nine Weeks Data Digs**

Teachers will perform quarterly data digs during scheduled data review meetings at their grade level and/or as a faculty. The focus will be to analyze student performance on district assessments and common assessments. Teachers will use information gained to inform instruction in the classroom and to create plans for improvement in areas of need for specific students.

- **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.

- **Long Term Goal**

McKendree Elementary's goal is to have 100% of our students performing in the Proficient Learners and/or Distinguished Learners ranges on the Georgia Milestones Assessment for Social Studies by 2018 - 2019.

- o **Annual Goal**

The percentage of McKendree Elementary fourth and fifth grade students scoring in the Proficient and Distinguished categories on the 2016 – 2017 Social Studies District Assessment (DA) end of year assessment will increase by five percentage points when compared to the 2015 – 2016 Social Studies DA end of year assessment scores in the same categories. In addition, the percentage of students in the Distinguished category will increase by five percentage points. (See attached goals charts.)

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity: The PIC and the Title I AP will work with parents in workshops to assist parents with understanding how to engage students in reading and strategies that can be used at home to ensure students are able to increase their endurance for reading in all content areas including social studies. Parents will also learn about the AKS that are being taught and have the opportunity to check out instructional materials to support that learning at home. Parents will also understand the connection between literacy and all other content areas.



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- **Collaborative Planning**

Kindergarten through fifth grade level teams, vertical teams, and other staff members will meet in a variety of setting to analyze student work and achievement and to identify at-risk students. Grade levels will meet weekly with their collaborative teams to deconstruct standards, develop common assessments, analyze student data, and to develop effective lesson plans for teaching as well as re-teaching. Vertical curriculum teams will meet monthly to analyze and monitor the standards being taught at each grade level.

- **New Teacher Mentor-Mentee Training**

New teachers will be partnered with veteran teachers throughout the school year. Veteran teachers and administration will provide multiple Just in Time training sessions and lead informative discussions on ways to improve student learning for all McKendree students.

- **Nine Weeks Data Digs**

Teachers will perform quarterly data digs during scheduled data review meetings at their grade level and/or as a faculty. The focus will be to analyze student performance on district assessments and common assessments. Teachers will use information gained to inform instruction in the classroom and to create plans for improvement in areas of need for specific students.