



# 2018 - 2019

## Local School Plan for Improvement

### Susan Stripling Elementary School

Elisa M Brown, *Principal*

Dr. Donna Ledford, *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

Stripling Elementary School students in grades K - 5th will be reading at or above grade level and achieving Proficient or Distinguished levels on the Language Arts District Assessment.

#### o Annual Goal

During the 2018-2019 school year, in the area of Language Arts, individual students will demonstrate growth according to tiered levels of expectation based upon their base level assessment scores on the GCPS District Assessment.

Tier I: Each student scoring and 50% on the pre-test will increase his or her scores to at least 70% on the post-test.

Tier II: Each student scoring from 50% to 69% on the pre-test will increase his or her score to at least 80% on the post-test.

Tier III: Each student scoring from 70% to 85% or above on the pre-test will increase his or her score to at least 90 - 100% on the post-test.

Stripling ES will also increase the percentage of grade level students scoring in the Proficient/Distinguished level on Language Arts District Assessments and Georgia Milestones Assessment. The percentage of students who meet and/or exceed the grade level standard as measured by the Fountas and Pinnell (F and P) reading assessment will increase.

Fountas and Pinnell:

Kindergarten: 80% of students will achieve a reading level of D or higher.

Grade 1: Students will increase from 77% to 80% at level J or higher.

Grade 2: Students will increase from 56% to 70% at a Level M or higher

Grade 3: Students will increase from 64% to 80% at a Level P or higher

Grade 4: Students will increase from 30% to 50% at a Level S or higher

Grade 5: Students will increase from 43% to 60% at a Level V or higher

Language Arts:

Grade 1: 50% of students will score in the Proficient and Distinguished levels in ELA (DA)

Grade 2: 55% of students will score in the Proficient and Distinguished levels in ELA (DA)

Grade 3: 50% of students will score in the Proficient and Distinguished levels in ELA (DA)

Grade 3: 40% of students will score in the Proficient and Distinguished levels in ELA (GMAS)

Grade 4: 60% of students will score in the Proficient and Distinguished levels in ELA (DA)

Grade 4: 42% of students will score in the Proficient and Distinguished levels in ELA (GMAS)

Grade 5: 40% of students will score in the Proficient and Distinguished levels in ELA (DA)

Grade 5: 40% of students will score in the Proficient and Distinguished levels in ELA (GMAS)

#### o Annual Goal

During the 2018-2019 school year, 80% of the students will score above the category of "sometimes" on the Student Perception Survey for question #7 "Good behavior is noticed at my school" and question #8 "Students in my class behave so teachers can teach".



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- **Long Term Goal**

Students in grades 3, 4, and 5 will achieve Proficient or Distinguished levels on the Language Arts, Mathematics, Science (5th grade), and Social Studies (5th grade) content areas of the Georgia Milestones Assessment.

- o **Annual Goal**

During the 2018-2019 school year, in the area of Math, students will demonstrate growth according to tiered levels of expectation based upon their base level assessment scores on the GCPS District Assessment.

Tier I: Each student scoring 50% on the pre-test will increase his or her scores by at least 30 points on the post-test.

Tier II: Each student scoring from 50% to 69% on the pre-test will increase his or her score by at least 20 points on the post-test.

Tier III: Each student scoring from 70% to 85% or above on the pre-test will increase his or her score by at least 10 points on the post-test.

Stripling ES will also increase the percentage of grade level students scoring in the proficient/distinguished levels on the Math District Assessments and the Georgia Milestone Assessment.

Math:

Grade 1: 90% of students will score in the Proficient and Distinguished levels in Math (DA)

Grade 2: 90% of students will score in the Proficient and Distinguished levels in Math (DA)

Grade 3: 80% of students will score in the Proficient and Distinguished levels in Math (DA)

Grade 3: 50% of students will score in the Proficient and Distinguished levels in Math (GMAS)

Grade 4: 55% of students will score in the Proficient and Distinguished levels in Math (DA)

Grade 4: 50% of students will score in the Proficient and Distinguished levels in Math (GMAS)

Grade 5: 50% of students will score in the Proficient and Distinguished levels in Math (DA)

Grade 5: 50% of students will score in the Proficient and Distinguished levels in Math (GMAS)

- **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.