



2019 - 2020

Local School Plan for Improvement

BAGGETT ELEMENTARY

Dr. Charlotte Sadler, *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

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

The percentage of Baggett students scoring in the Proficient/Distinguished levels on the GMAS will be at or above 45% Language Arts subtests, 55% on the Math subtests, and 55% on the Science subtest, and 45% on the Social Studies subtest. Our students will leave Baggett Elementary with the knowledge and skills necessary to be successful in middle school and be able to pursue the college and career of their choice.

o Annual Goal

ENGLISH/LANGUAGE ARTS

70% of students in grades K-2 and 60% of students in 3-5 will be reading on or above grade level at the end of the year as measured by Fountas and Pinnell Reading Assessments.

The percentage of students scoring in the Proficient/Distinguished levels on the ELA DA will increase by 5% for each cohort of students from the previous year.

42.0% (3rd), 45.1% (4th), 43.6% (5th) of students who participate in the ELA GMAS (Grades 3-5) will score in the proficient/distinguished levels.

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

o Annual Goal

MATHEMATICS

54.9% (3rd), 55.9% (4th), 46.6% (5th) of students who participate in the Math GMAS (Grades 3-5) will score in the proficient/distinguished levels.

The percentage of students scoring in the Proficient/Distinguished levels on the Math DA will increase by 5% for each cohort of students (Note: 3rd grade will be adjusted due to county trends in scores from 2nd to 3rd grade for Math.)

o Annual Goal

SCIENCE

50.0% of students who participate in the Science GMAS (Grade 5) will score in the Proficient/Distinguished levels.

The percentage of students scoring in the Proficient/Distinguished levels on the Science DA will increase by 5% for each cohort of students.



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o Annual Goal

SOCIAL STUDIES

36.5% of students who participate in the Social Studies GMAS (Grade 5) will score in the Proficient/Distinguished levels.

The percentage of students scoring in the Proficient/Distinguished levels on the Social Studies DA will increase by 5% for each cohort of students.

• Long Term Goal

The percentage of Baggett students reading on or above grade level as measured by the Fountas & Pinnell Inventory at the end of the year will be at or above 75% of K-2 students and 65% of 3-5 students.