



2019 - 2020

Local School Plan for Improvement

Corley Elementary School

Ruth Tomlinson, *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**

Corley Elementary will meet or exceed the GCPS average or students scoring at or above the proficient performance level on end of year state assessments as measured by Georgia Milestones. Corley students will transition to middle school with the knowledge and skills necessary to be successful.



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o Annual Goal

GCPS ELA DISTRICT ASSESSMENTS

Students in grades K-5 will increase the percentage of students scoring at the proficient and distinguished level and decrease the percentage of students scoring at the beginning level as measured by the 2020 GCPS ELA District Assessment Post-test. (Reference Data Chart for comparison to 2019 DA scores)

Grade K:	BEG 25% or lower	PROF/DIST 50% or higher	DIST 25% or higher
Grade 1:	BEG 24% or lower	PROF/DIST 40% or higher	DIST 15% or higher
Grade 2:	BEG 34% or lower	PROF/DIST 42% or higher	DIST 12% or higher
Grade 3:	BEG 27% or lower	PROF/DIST 60% or higher	DIST 29% or higher
Grade 4:	BEG 30% or lower	PROF/DIST 50% or higher	DIST 15% or higher
Grade 5:	BEG 35% or lower	PROF/DIST 30% or higher	DIST 5% or higher

READING PERFORMANCE LEVELS

Students in grades K-5 will increase the percentage of students scoring at or above reading level as measured by the 2020 EOY Fountas and Pinnell Assessment System for students in K-2 and 2020 GMAS Lexile Band for students in 3-5. (Reference Data Chart for comparison to 2019 Reading Performance)

Grade K:	Below Level C 15% or lower	At/Above Level E 55% or higher
Grade 1:	Below Level I 20% or lower	At/Above Level K 65% or higher
Grade 2:	Below Level L 15% or lower	At/Above Level N 60% or higher
Grade 3:	Below Lexile Stretch Band 25% or lower	Within or Above Stretch Band 75% or higher
Grade 4:	Below Lexile Stretch Band 30% or lower	Within or Above Stretch Band 70% or higher
Grade 5:	Below Lexile Stretch Band 25% or lower	Within or Above Stretch Band 75% or higher

GEORGIA MILESTONES

Students in grades 3-5 will increase the percentage of students scoring at the proficient and distinguished level and decrease the percentage of students scoring at the beginning level as measured by the 2020 GMAS ELA Subtest. (Reference Data Chart for comparison to 2019 GMAS scores)

Grade 3:	BEG 29% or lower	PROF/DIST 44% or higher	DIST 14% or higher
Grade 4:	BEG 25% or lower	PROF/DIST 44% or higher	DIST 18% or higher
Grade 5:	BEG 25% or lower	PROF/DIST 45% or higher	DIST 10% or higher

Students in grades 3-5 will increase the percentage of students scoring a 3 or 4 on the Extended Writing Task 1 component and the percentage of students scoring a 3 on the Extended Writing Task 2 component as measured by the 2020 GMAS ELA Subtest. (Reference Data Chart for comparison to 2019 GMAS scores)

Grade 3:	Task 1 Score 2 or higher 60% or more	Task 2 Score 2 or higher 55% or more
Grade 4:	Task 1 Score 2 or higher 80% or more	Task 2 Score 2 or higher 70% or more
Grade 5:	Task 1 Score 2 or higher 80% or more	Task 2 Score 2 or higher 65% or more



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o Annual Goal

Corley Elementary will increase the percentage of students with positive movement from one Performance Band to a higher Performance Band as measured by the 2020 ACCESS.

Corley Elementary will earn 98% or more of CCRPI points for ELL progress as measured by 2019 ACCESS:

Grade 1: Increase to 75% as compared to 70% on 2019 ACCESS

Grade 2: Increase to 90% as compared to 86% on 2019 ACCESS

Grade 3: Increase to 79% as compared to 74% on 2019 ACCESS

Grade 4: Increase to 76% as compared to 71% on 2019 ACCESS

Grade 3: Increase to 70% as compared to 65% on 2019 ACCESS

• Long Term Goal

Corley Elementary will create a positive school culture that fosters student development and sustains learning as measured by GCPS stakeholder perception surveys. As a school, we will monitor student discipline referrals, students missing more than 11 days of school, and students who are demonstrating passing grades in core content classes to ensure students are maintaining acceptable performance. Corley Elementary's stakeholder perception survey mean scores will be equal to or greater than the GCPS average.

o Annual Goal

2020 GCPS SCIENCE DISTRICT ASSESSMENTS

Students in grades 3-5 will increase the percentage of students scoring at the proficient and distinguished level as measured by the 2020 GCPS MATH District Assessment Post-test. (Reference Data Chart for comparison to 2019 DA scores)

Grade 3: PROF/DIST 30% or higher DIST 5% or higher

Grade 4: PROF/DIST 50% or higher DIST 5% or higher

Grade 5: PROF/DIST 70% or higher DIST 15% or higher

2020 GEORGIA MILESTONES

Students in grades 5 will increase the percentage of students scoring at the proficient and distinguished level and decrease the percentage of students scoring at the beginning level as measured by the 2020 GMAS SCIENCE Subtest. (Reference Data Chart for comparison to 2019 GMAS scores)

Grade 5: BEG 19% or lower PROF/DIST 57% or higher DIST 14% or higher

o Annual Goal

Corley Elementary Stakeholder Perception surveys will be at or above the GCPS average as measured by 2020 GCPS Staff Perception Survey and the 2020 GCPS Parent Perception Survey.

Student Engagement survey percentiles will increase by 5% from Fall 2019 to Spring 2020 in the area of Teacher-Student Relationships for grades 3-5.

Corley Elementary counselors will increase monitoring of students with 11+ absences by holding Attendance Prevention Meetings with 90% of students with 11 or more absences and Student Support Team Meetings for students reaching 15 or more absences.

Corley Elementary will have 94% or more of students with no major behavior referrals.



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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 Parent Involvement Policy and School/Parent Compact.