



2020 - 2021

Local School Plan for Improvement

Cedar Hill Elementary School

Jose Dejesus, *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

All students at Cedar Hill Elementary School will develop foundational literacy skills and will enter middle school reading on or above grade level; having demonstrated reading proficiency exceeding the CCRPI Performance Targets (80.1% Proficient/Distinguished).

o Annual Goal

Goal 1) English/Language Arts

70% of Cedar Hill Elementary 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 2018-2019 school year.

46% percent (3rd), 48% (4th), and 50% (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 2018-2019 ACCESS

NOTE: Due to COVID-19, goals for GMAS are based on the 2019 GMAS results.

• Long Term Goal

Cedar Hill Elementary students will leave elementary school with the ability to use higher order math skills and processes in order to enhance their educational experience; having demonstrated proficiency in mathematical concepts exceeding the CCRPI Performance Targets (81.8 % Proficient/Distinguished)

o Annual Goal

Goal 2) Mathematics

The percentage of CHES students scoring in the Proficient/Distinguished levels on the Math DA will increase by 5% for each cohort of students compared with the 2018-2019 GMAS Results. (Note: 3rd grade will be adjusted due to county trends in scores from 2nd to 3rd grade for Math.)

61% (3rd), 57% (4th). 50% (5th) of students who participate in the Math GMAS (Grades 3-5) will score in the proficient/distinguished levels.

NOTE: Due to COVID-19, goals for GMAS are based on the 2019 GMAS results.



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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.

- **Long Term Goal**

No goal associated with this objective

- o **Annual Goal**

Goal 3) Science and Social Studies

54% of CHES 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 (Grades 3-5) will increase by 5% for each cohort of students based on the 2018-2019 school year.

40% of CHES 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.

NOTE: Due to COVID-19, goals for GMAS are based on the 2019 GMAS results.

- o **Annual Goal**

Goal 4) CCRPI

Cedar Hill will increase its CCRPI score in student achievement by 3% from its 2018-2019 results using the implementation design and targeted school plan.