



2019 - 2020

# Local School Plan for Improvement G.H. Hopkins Elementary School

Tamara Candis, *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**

Hopkins Elementary will create a sustainable, positive school climate that fosters student development and learning, which are essential elements for academic success, career-skill improvement, and overall quality of life. Hopkins Elementary will decrease the number of student office discipline referrals, increasing the number of days students are present at school, and increasing the number of students who are demonstrating passing grades in all of the core content courses.

- o **Annual Goal**

Through teacher collaboration, professional learning, and the gradual integration of Science, Technology, Engineering, Art and/or Math in all content areas, Hopkins Elementary students who participate in District Assessments in Language Arts in grades K-5 will demonstrate a 15% minimum increase in percentage of students scoring in the proficient/distinguished range on the 19-20 District Post Assessment as compared to the percentage of students scoring proficient/distinguished on the District Pre-Assessment.

In comparison to the Post-Assessment data for each grade level and subject area for the 18-19 school year, there will be a minimum of 5% increase in post-assessment averages and proficient/distinguished averages on the 19-20 Post District Assessment.

There will be a minimum growth of 5% in proficient/distinguished on Georgia Milestones for students in grades 3-5 who participate.

- **Long Term Goal**

Hopkins Elementary School students will increase its academic performance on the Math, Language Arts, Science, and Social Studies GMAS. A minimum of 50% of students will perform in the Proficient range by 2024-2025. Individual students will meet or exceed their expected levels of performance on the GMAS subtest.



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#### o Annual Goal

Through teacher collaboration, professional learning, and the gradual integration of Science, Technology, Engineering, Art and/or Math in all content areas, Hopkins Elementary students who participate in District Assessments in Math in grades K-5 will demonstrate a 15% minimum increase in percentage of students scoring in the proficient/distinguished range on the 19-20 District Post Assessment as compared to the percentage of students scoring proficient/distinguished on the District Pre-Assessment.

In comparison to the Post-Assessment data for each grade level and subject area for the 18-19 school year, there will be a minimum of 5% increase in post-assessment averages and proficient/distinguished averages on the 19-20 Post District Assessment.

There will be a minimum growth of 5% in proficient/distinguished on Georgia Milestones for students in grades 3-5 who participate.

#### o Annual Goal

Through teacher collaboration, professional learning, and the gradual integration of Science, Technology, Engineering, Art and/or Math in all content areas, Hopkins Elementary students who participate in District Assessments in Science in grades 3-5 will demonstrate a 15% minimum increase in percentage of students scoring in the proficient/distinguished range on the 19-20 District Post Assessment as compared to the percentage of students scoring proficient/distinguished on the District Pre-Assessment.

In comparison to the Post-Assessment data for each grade level and subject area for the 18-19 school year, there will be a minimum of 5% increase in post-assessment averages and proficient/distinguished averages on the 19-20 Post District Assessment.

There will be a minimum growth of 5% in proficient/distinguished on Georgia Milestones for students in 5th grade who participate.

#### o Annual Goal

Through teacher collaboration, professional learning, and the gradual integration of Science, Technology, Engineering, Art and/or Math in all content areas, Hopkins Elementary students who participate in District Assessments in Social Studies in grades 3-5 will demonstrate a 15% minimum increase in percentage of students scoring in the proficient/distinguished range on the 19-20 District Post Assessment as compared to the percentage of students scoring proficient/distinguished on the District Pre-Assessment.

In comparison to the Post-Assessment data for each grade level and subject area for the 18-19 school year, there will be a minimum of 5% increase in post-assessment averages and proficient/distinguished averages on the 19-20 Post District Assessment.

There will be a minimum growth of 5% in proficient/distinguished on Georgia Milestones for students in 5th grade who participate.