



# 2019 - 2020

## Local School Plan for Improvement

### Woodward Mill Elementary

Michael Bender, *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

85% of students will perform in the Proficient and Distinguished range on the Math, Language Arts, Science, and Social Studies GMAS subtests. A minimum of 25% of students will perform in the Distinguished range by 2020-2021.

Individual students will meet or exceed their expected levels of performance/growth on each GMAS subtest.

#### o Annual Goal

Students will demonstrate a measurable increase over SY2019 results in their overall performance on the Math and Language Arts subtests of GMAS:

Each grade level will demonstrate at least a 5% increase in students who reach Proficient or Distinguished levels of performance on the ELA and Math subtests of GMAS.

#### o Annual Goal

Students will demonstrate a measurable increase over SY2019 results in their overall performance on the Math and Language Arts District Assessments. Each grade level will demonstrate at least a 5% increase in students who reach Proficient or Distinguished levels of performance.

Baseline

1LA 41%

1M 86%

2LA 48%

2M 72%

3LA 69%

3M 68%

4LA 53%

4M 62%

5LA 28%

5M 69%