



2018 - 2019

Local School Plan for Improvement

Baldwin Elementary School

Dr. Brenda Johnson, *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

All students in grades K - 2 will perform on or above the district average in the areas of mathematics and literacy (reading and writing). Achievement will be measured using GKIDS, SPG, and district assessments

o Annual Goal

Kindergarten students will perform on or above the district average on the end of the year GKIDS and SPG assessments. Additionally, students will exit Kindergarten reading at Level D/E or above as measured by the Fountas and Pinnell reading assessment.

o Annual Goal

Grade 1 students will increase their ELA performance from 70% to 73% and their MA performance from 83% to 86%. Additionally, students will exit Grade 1 reading at Level J/K or above as measured by the Fountas and Pinnell reading assessment.

o Annual Goal

Grade 2 students will increase their ELA performance from 58% to 63% and their MA performance from 72% to 77%. Additionally, students will exit Grade 2 reading at Level M/N or above as measured by the Fountas and Pinnell reading assessment.

• Long Term Goal

100% of students in grades 3 - 5 will perform at the proficient and/or distinguished level on the English/Language Arts and mathematics Georgia Milestones Assessment System (GMAS) with 25% of all students performing at the distinguished level. Additionally, 100% of Grade 5 students will perform at the proficient and/or distinguished level in the areas of science and social studies on the GMAS.

o Annual Goal

Grade 3 students will increase their ELA performance from 64% to 69% and their MA performance from 67% to 72%. Students will increase their GA Milestones ELA proficient/distinguished performance from 34% to 39% and their MA proficient/distinguished performance from 45% to 50%. Additionally, students will exit Grade 3 reading at Level P/Q or above as measured by the Fountas and Pinnell reading assessment.

o Annual Goal

Grade 4 students will increase their ELA performance from 61% to 66% and their MA performance from 66% to 71%. Students will increase their GA Milestones ELA proficient/distinguished performance from 37% to 42% and their MA proficient/distinguished performance from 55% to 60%. Additionally, students will exit Grade 4 reading at Level S/T or above as measured by the Fountas and Pinnell reading assessment.



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o Annual Goal

Grade 5 students will increase their ELA performance from 44% to 50% and their MA performance from 66% to 72%. Students will increase their GA Milestones ELA proficient/distinguished performance from 30% to 35% and their MA proficient/distinguished performance from 40% to 45%. Additionally, students will exit Grade 5 reading at Level V/W or above as measured by the Fountas and Pinnell reading assessment.

• 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.