



# 2017 - 2018

## Local School Plan for Improvement

### Trip Elementary School

Dr. Rukina Walker, *Principal*

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

By 2020, 65% of Trip Elementary students will score in the Proficient and Distinguished Performance levels with 25% scoring in the Distinguished Learner range on the Georgia Milestones Assessment in English/Language Arts.

#### o Annual Goal

Trip Elementary will meet the following goals as measured by the District Assessments in the areas of English Language Arts:

Grade 1: Increase the percentage of students scoring Proficient/Distinguished in English Language Arts to 75% or more with 35% scoring in the proficient range and 40% scoring in the distinguished range.

Grade 2: Increase the percentage of students scoring Proficient/Distinguished in English Language Arts to 80% or more with 35% scoring in the proficient range and 45% scoring in the distinguished range.

Grade 3: Increase the percentage of students scoring Proficient/Distinguished in English Language Arts to 55% or more with 35% scoring in the proficient range and 20% scoring in the distinguished range on district assessments. Third grade scored an average of 62% in the Proficient/Distinguished level on the 2016- 2017 ELA GMAS. Based on this data, we will increase the percentage of students scoring Proficient/Distinguished on the 2017-2018 ELA GMAS to 64% or more with 24% scoring on the distinguished level.

Grade 4: Increase the percentage of students scoring Proficient/Distinguished in English Language Arts to 55% or more with 45% scoring in the proficient range and 10% scoring in the distinguished range on district assessments. Fourth grade scored an average of 58% in the Proficient/Distinguished level on the 2016- 2017 ELA GMAS. Based on this data, we will increase the percentage of students scoring Proficient/Distinguished on the 2017-2018 ELA GMAS to 60% or more with 23% scoring on the distinguished level.

Grade 5: Increase the percentage of students scoring Proficient/Distinguished in English Language Arts to 60% or more with 35% scoring in the proficient range and 25% scoring in the distinguished range on district assessments. Fifth grade scored an average of 68% in the Proficient/Distinguished level on the 2016- 2017 ELA GMAS. Based on this data, we will increase the percentage of students scoring Proficient/Distinguished on the 2017-2018 ELA GMAS to 73% or more with 20% scoring on the distinguished level.

#### o Annual Goal

Trip Elementary school will increase the percentage of students meeting/exceeding grade level expectations to 85% with 60% meeting and 25% exceeding in grades K -5 as measured by the Fountas and Pinnell end of the year reading assessment.



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### Trip Elementary School

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- **Long Term Goal**

By 2020, 70% of Trip Elementary students will score in the Proficient and Distinguished Performance levels with 35% scoring in the Distinguished Learner range on the Georgia Milestones Assessment in Math.

- o **Annual Goal**

Trip Elementary will meet the following goals as measured by the District Assessments in the area of Mathematics:

Grade 1: Increase the percentage of students scoring Proficient/Distinguished in Mathematics to 100% with 12% scoring in the proficient range and 88% scoring in the distinguished range on district assessments.

Grade 2: Increase the percentage of students scoring Proficient/Distinguished in Mathematics to 95% or more with 30% scoring in the proficient range and 65% scoring in the distinguished range on district assessments.

Grade 3: Increase the percentage of students scoring Proficient/Distinguished in Mathematics to 75% or more with 30% scoring in the proficient range and 45% scoring in the distinguished range on district assessments. Third grade scored an average of 65% in the Proficient/Distinguished level on the 2016- 2017 ELA GMAS. Based on this data, we will increase the percentage of students scoring Proficient/Distinguished on the 2017-2018 ELA GMAS to 67% or more with 35% scoring on the distinguished level.

Grade 4: Increase the percentage of students scoring Proficient/Distinguished in Mathematics to 60% or more with 30% scoring in the proficient range and 30% scoring in the distinguished range on district assessments. Fourth grade scored an average of 63% in the Proficient/Distinguished level on the 2016- 2017 ELA GMAS. Based on this data, we will increase the percentage of students scoring Proficient/Distinguished on the 2017-2018 ELA GMAS to 65% or more with 25% scoring on the distinguished level.

Grade 5: Increase the percentage of students scoring Proficient/Distinguished in Mathematics to 80% or more with 40% scoring in the proficient range and 40% scoring in the distinguished range on district assessments. Fifth grade scored an average of 68% in the Proficient/Distinguished level on the 2016- 2017 ELA GMAS. Based on this data, we will increase the percentage of students scoring Proficient/Distinguished on the 2017-2018 ELA GMAS to 70% or more with 28% scoring on the distinguished level.

- o **Annual Goal**

Trip Elementary will increase the percentage of students meeting/exceeding grade level expectations to 85% with 60% meeting and 25% exceeding as measured by the Big 20 Mathematics EOY common assessment in grades 1-5.