



2020 - 2021

Local School Plan for Improvement

Chattahoochee Elementary School

Jeffrey Lee, *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

Our goal at Chattahoochee Elementary School is to increase the percentage of students performing in the Proficient Learners and Distinguished Learners on the Georgia Milestones Assessment for English/Language Arts and Mathematics to 100%.

o Annual Goal

Chattahoochee ES will increase the percentage of students scoring in the Proficient/Distinguished levels on the GCPS End-of-Year ELA District Assessments and Proficient/Distinguished levels on the 2020 Georgia Milestones (GMAS)-Language Arts:

District Assessments (DA)

Grade K: Increase the percentage of students scoring at Proficient/Distinguished on the ELA (DA) to 73% as compared to 68% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 1: Increase the percentage of students scoring at Proficient/Distinguished on the ELA (DA) to 55% as compared to 50% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 2: Increase the percentage of students scoring at Proficient/Distinguished on the ELA (DA) to 56% as compared to 51% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 3: Increase the percentage of students scoring at Proficient/Distinguished on the ELA (DA) to 72% as compared to 67% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 4: Increase the percentage of students scoring at Proficient/Distinguished on the ELA (DA) to 65% as compared to 60% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 5: Increase the percentage of students scoring at Proficient/Distinguished on the ELA (DA) to 29% as compared to 25% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Georgia Milestones (GMAS)

Grade 3: Increase the percentage of students scoring at Proficient/Distinguished on the ELA (GMAS) to 68% as compared to 66% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 4: Increase the percentage of students scoring at Proficient/Distinguished on the ELA (GMAS) to 70% as compared to 68% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 5: Increase the percentage of students scoring at Proficient/Distinguished on the ELA (GMAS) to 71% as compared to 69% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]



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Chattahoochee ES will increase the percentage of students scoring in Meets/Exceeds level on the GCPS End-of-Year Math District Assessments (DA), and the Proficient/Distinguished levels on the 2020 Georgia Milestones (GMAS):

Math District Assessments (DA):

Grade K: Increase the percentage of students scoring at Proficient/Distinguished on the MATH (DA) to 86% as compared to 81% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 1: Increase the percentage of students scoring at Proficient/Distinguished on the MATH (DA) to 99% as compared to 95% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 2: Increase the percentage of students scoring at Proficient/Distinguished on the MATH (DA) to 76% as compared to 71% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 3: Increase the percentage of students scoring at Proficient/Distinguished on the MATH (DA) to 66% as compared to 61% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 4: Increase the percentage of students scoring at Proficient/Distinguished on the MATH (DA) to 73% as compared to 68% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 5: Increase the percentage of students scoring at Proficient/Distinguished on the MATH (DA) to 60% as compared to 55% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Georgia Milestones (GMAS):

Grade 3: Increase the percentage of students scoring at Proficient/Distinguished on the MATH (GMAS) to 79% as compared to 77% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 4: Increase the percentage of students scoring at Proficient/Distinguished on the MATH (GMAS) to 77% as compared to 75% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 5: Increase the percentage of students scoring at Proficient/Distinguished on the MATH (GMAS) to 72% as compared to 70% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]



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Chattahoochee ES will increase the percentage of students scoring in the Proficient/Distinguished levels on the GCPS End-of-Year ELA District Assessments in Social Studies and Science District Assessments (DA) and on the Georgia Milestones (GMAS):

District Assessment (DA):

Grade 3: Increase the percentage of students scoring at Proficient/Distinguished in Science (DA) to 72% as compared to 67% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 4: Increase the percentage of students scoring at Proficient/Distinguished in Science (DA) to 64% as compared to 59% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 5: Increase the percentage of students scoring at Proficient/Distinguished in Science (DA) to 28% as compared to 23% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Georgia Milestones (GMAS):

Grade 5: Increase the percentage of students scoring at Proficient/Distinguished in Science (GMAS) to 74% as compared to 72% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Social Studies

District Assessment (DA):

Grade 3: Increase the percentage of students scoring at Proficient/Distinguished in Social Studies (DA) to 25% as compared to 20% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 4: Increase the percentage of students scoring at Proficient/Distinguished in Social Studies (DA) to 47% as compared to 42% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Grade 5: Increase the percentage of students scoring at Proficient/Distinguished in Social Studies (DA) to 28% as compared to 23% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]

Georgia Milestones (GMAS):

Grade 5: Increase the percentage of students scoring at Proficient/Distinguished in Social Studies (GMAS) to 63% as compared to 61% during the 2018-2019 school year [Due to the COVID-19 crisis, these data are used for comparison.]