



2020 - 2021

Local School Plan for Improvement

Corley Elementary School

Ruth Tomlinson, *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**

Corley Elementary will meet or exceed the GCPS average or students scoring at or above the proficient performance level on end of year state assessments as measured by Georgia Milestones. Corley students will transition to middle school with the knowledge and skills necessary to be successful.



2020 - 2021
Local School Plan for Improvement
Corley Elementary School

Ruth Tomlinson, *Principal*

Dr. Terry Watlington, *Assistant Superintendent*



2020 - 2021

Local School Plan for Improvement

Corley Elementary School

o Annual Goal

ELA Annual Goals:

Students in grades K-5 will increase the percentage of students scoring at the proficient and distinguished level and decrease the percentage of students scoring at the beginning level as measured by the 2021 GCPS ELA District Assessment Post-test. (Goals were established based on a comparison of midyear 2018-19 data to midyear 2019-20 data)

Student Performance at the Beginning Level will be at or below the following percentage level.

Grade K: 25% Grade 1: 24% Grade 2: 34% Grade 3: 27% Grade 4: 30% Grade 5: 35%

Student Performance at the Proficient/Distinguished Level will be at or above the following percentage level.

Grade K: 50% Grade 1: 40% Grade 2: 45% Grade 3: 55% Grade 4: 45% Grade 5: 30%

Student Performance at the Distinguished Level will be at or above the following percentage level.

Grade K: 25% Grade 1: 12% Grade 2: 12% Grade 3: 25% Grade 4: 12% Grade 5: 5%

READING PERFORMANCE LEVELS

Students in grades K-5 will increase the percentage of students scoring at or above reading level as measured by the 2021 EOY Fountas and Pinnell Assessment System for students in K-2 and 2021 GMAS Lexile Band for students in 3-5.

Fountas and Pinnell EOY Goals

Grade K: Below Level C will be at or below 15%	At/Above Level E will be at or above 55%
Grade 1: Below Level I will be at or below 20%	At/Above Level K will be at or above 65%
Grade 2: Below Level L will be at or below 15%	At/Above Level N will be at or above 60%

GMAS EOY GOALS

Grade 3: Below Lexile Stretch Band will be at or below 25%	Within or Above Stretch Band will be at or above 75%
Grade 4: Below Lexile Stretch Band will be at or below 30%	Within or Above Stretch Band will be at or above 70%
Grade 5: Below Lexile Stretch Band will be at or below 25%	Within or Above Stretch Band will be at or above 75%

GEORGIA MILESTONES

Students in grades 3-5 will increase the percentage of students scoring at the proficient and distinguished level and decrease the percentage of students scoring at the beginning level as measured by the 2021 GMAS ELA Subtest. (Reference Data Chart for 5-year trend of GMAS scores.)

Student Performance at the Beginning Level will be at or below the following percentage level.

Grade 3: 28% Grade 4: 25% Grade 5: 25%

Student Performance at the Proficient/Distinguished Level will be at or above the following percentage level.

Grade 3: 44% Grade 4: 44% Grade 5: 45%

Student Performance at the Distinguished Level will be at or above the following percentage level.

Grade 3: 14% Grade 4: 18% Grade 5: 10%



2020 - 2021

Local School Plan for Improvement

Corley Elementary School

Ruth Tomlinson, *Principal*

Dr. Terry Watlington, *Assistant Superintendent*

Students in grades 3-5 will increase the percentage of students scoring a 3 or 4 on the Extended Writing Task 1 component and the percentage of students scoring a 3 on the Extended Writing Task 2 component as measured by the 2021 GMAS ELA Subtest. (Reference Data Chart for 5-year trend of GMAS scores)

Grade 3: Task 1 Score 2 or higher will be at or above 60% Task 2 Score 2 or higher will be at or above 55%
Grade 4: Task 1 Score 2 or higher will be at or above 80% Task 2 Score 2 or higher will be at or above 70%
Grade 5: Task 1 Score 2 or higher will be at or above 80% Task 2 Score 2 or higher will be at or above 65%

o Annual Goal

MATH Annual Goal:

Students in grades K-5 will increase the percentage of students scoring at the proficient and distinguished level and decrease the percentage of students scoring at the beginning level as measured by the 2021 GCPS MATH District Assessment Post-test. (Goals were established based on a comparison of midyear 2018-19 data to midyear 2019-20 data.)

Student Performance at the Beginning Level will be at or below the following percentage level.

Grade K: 13% Grade 1: 5% Grade 2: 10% Grade 3: 20% Grade 4: 25% Grade 5: 30%

Student Performance at the Proficient/Distinguished Level will be at or above the following percentage level.

Grade K: 75% Grade 1: 80% Grade 2: 80% Grade 3: 62% Grade 4: 50% Grade 5: 50%

Student Performance at the Distinguished Level will be at or above the following percentage level.

Grade K: 50% Grade 1: 50% Grade 2: 45% Grade 3: 25% Grade 4: 25% Grade 5: 17%

2020 GEORGIA MILESTONES

Students in grades 3-5 will increase the percentage of students scoring at the proficient and distinguished level and decrease the percentage of students scoring at the beginning level as measured by the 2021 GMAS MATH Subtest. (Reference Data Chart for 5-year trend for GMAS performance.)

GMAS EOY GOALS

Student Performance at the Beginning Level will be at or below the following percentage level.

Grade 3: 14% Grade 4: 12% Grade 5: 23%

Student Performance at the Proficient/Distinguished Level will be at or above the following percentage level.

Grade 3: 57% Grade 4: 52% Grade 5: 45%

Student Performance at the Distinguished Level will be at or above the following percentage level.

Grade 3: 13% Grade 4: 14% Grade 5: 9%



2020 - 2021

Local School Plan for Improvement

Corley Elementary School

Ruth Tomlinson, *Principal*

Dr. Terry Watlington, *Assistant Superintendent*

o Annual Goal

SCIENCE Annual Goal:

Students in grades 3-5 will increase the percentage of students scoring at the proficient and distinguished level as measured by the 2021 GCPS SCIENCE District Assessment Post-test. (Goals were established based on a comparison of midyear 2018-19 data to midyear 2019-20 data.)

Student Performance at the Beginning Level will be at or below the following percentage.

Grade 3: 28% Grade 4: 20% Grade 5:10%

Student Performance at the Proficient/Distinguished Level will be at or above the following percentage.

Grade 3: 30% Grade 4: 50% Grade 5:70%

Student Performance at the Distinguished Level will be at or above the following percentage.

Grade 3: 5% Grade 4: 25% Grade 5:40%

2021 GEORGIA MILESTONES

Students in grades 5 will increase the percentage of students scoring at the proficient and distinguished level and decrease the percentage of students scoring at the beginning level as measured by the 2021 GMAS SCIENCE Subtest. (Reference Data Chart for 5-year trend for GMAS performance)

Student Performance at the Beginning Level will be at or below the following percentage.

Grade 5:19%

Student Performance at the Proficient/Distinguished Level will be at or above the following percentage.

Grade 5:57%

Student Performance at the Distinguished Level will be at or above the following percentage.

Grade 5:14%

o Annual Goal

SOCIAL STUDIES Annual Goal

Students in grades 3-5 will increase the percentage of students scoring at the proficient and distinguished level as measured by the 2021 GCPS SOCIAL STUDIES District Assessment Post-test.

Student Performance at the Proficient/Distinguished Level will be at or above the following percentage level.

Grade 3: 30% Grade 4: 30% Grade 5: 40%

Student Performance at the Distinguished Level will be at or above the following percentage level.

Grade 3: 5% Grade 4: 5% Grade 5: 15%



2020 - 2021

Local School Plan for Improvement

Corley Elementary School

Ruth Tomlinson, *Principal*

Dr. Terry Watlington, *Assistant Superintendent*

- **Long Term Goal**

Corley Elementary will create a positive school culture that fosters student development and sustains learning as measured by GCPS stakeholder perception surveys. As a school, we will monitor student discipline referrals, students missing more than 11 days of school, and students who are demonstrating passing grades in core content classes to ensure students are maintaining acceptable performance. Corley Elementary's stakeholder perception survey mean scores will be equal to or greater than the GCPS average.

- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in The Plan/The Promise.