



# 2020 - 2021

## Local School Plan for Improvement

### B. B. Harris Elementary School

Erin Hahn, *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 Harris Elementary School is to increase the percentage of students performing in the Proficient and Distinguished levels on the Georgia Milestones Assessment for English/Language Arts and Mathematics to 100%.

#### o Annual Goal

By the end of the 2020-21 school year, students at Harris Elementary will demonstrate growth in literacy as measured by an increase in the percentage of students in Grades K-5 scoring in the proficient and distinguished categories of the District Assessments Post-tests in Language Arts and an increase in the percentage of students in Grades 3-5 scoring in the proficient and distinguished categories of the Georgia Milestones Assessment in Language Arts.

District Assessments (DA):

K: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 65% to 70%.

1st: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 39% to 43%.

2nd: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 42% to 46%.

3rd: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 70% to 73%.

4th: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 51% to 55%.

5th: Increase the percentage of students scoring Proficient/Distinguished on the ELA DA from 27% to 32%.

Georgia Milestones (GMAS):

3rd: Increase the percentage of students scoring Proficient/Distinguished on the ELA GMAS from 55% to 60%.

4th: Increase the percentage of students scoring Proficient/Distinguished on the ELA GMAS from 58% to 62%.

5th: Increase the percentage of students scoring Proficient/Distinguished on the ELA GMAS from 52% to 59%.

(\*Due to COVID-19 these data from the 18-19 SY are used for comparison purposes.)



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#### o Annual Goal

By the end of the 2020-21 school year, students at Harris Elementary will demonstrate growth in Mathematics as measured by an increase in the percentage of students in Grades K-5 scoring in the proficient and distinguished categories of the District Assessments/SPG Post-tests in Mathematics and an increase in the percentage of students in Grades 3-5 scoring in the proficient and distinguished categories of the Georgia Milestones Assessment in Mathematics.

District Assessments (DA):

- K: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 85% to 88%.
- 1st: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 91% to 93%.
- 2nd: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 71% to 75%.
- 3rd: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 71% to 75%.
- 4th: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 66% to 70%.
- 5th: Increase the percentage of students scoring Proficient/Distinguished on the MATH DA from 59% to 64%.

Georgia Milestones (GMAS):

- 3rd: Increase the percentage of students scoring Proficient/Distinguished on the MATH GMAS from 72% to 75%.
- 4th: Increase the percentage of students scoring Proficient/Distinguished on the MATH GMAS from 72% to 75%.
- 5th: Increase the percentage of students scoring Proficient/Distinguished on the MATH GMAS from 52% to 59%.

(\*Due to COVID-19 these data from the 18-19 SY are used for comparison purposes.)

#### o Annual Goal

By the end of the 2020-21 school year, students at Harris Elementary will demonstrate growth in Science and Social Studies as measured by an increase in the percentage of students in Grades 3-5 scoring in the proficient and distinguished categories of the District Assessments/SPG Post-tests and an increase in the percentage of students in Grade 5 scoring in the proficient and distinguished categories of the Georgia Milestones Assessment.

SCIENCE

District Assessments (DA):

- 3rd: Increase the percentage of students scoring Proficient/Distinguished on the Science DA from 44% to 48%.
- 4th: Increase the percentage of students scoring Proficient/Distinguished on the Science DA from 63% to 67%.
- 5th: Increase the percentage of students scoring Proficient/Distinguished on the Science DA from 74% to 78%.

Georgia Milestones (GMAS):

- 5th: Increase the percentage of students scoring Proficient/Distinguished on the Science GMAS from 55% to 63%.

SOCIAL STUDIES

District Assessments (DA):

- 3rd: Increase the percentage of students scoring Proficient/Distinguished on the Social Studies DA from 20% to 25%.
- 4th: Increase the percentage of students scoring Proficient/Distinguished on the Social Studies DA from 37% to 42%.
- 5th: Increase the percentage of students scoring Proficient/Distinguished on the Social Studies DA from 37% to 42%.

Georgia Milestones (GMAS):

- 5th: Increase the percentage of students scoring Proficient/Distinguished on the Social Studies GMAS from 46% to 50%.

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- **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.