2022-2023 Local School Plan for Improvement (LSPI)

School: Centerville Elementary School   Cluster Superintendent: Dr. Melissa Walker

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) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's Blueprint for the Future: **Empathy, Equity, Effectiveness, and Excellence**. All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access.** However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Empathy 1B: Staff and student wellbeing	As Centerville Elementary School becomes more multicultural and multilingual with students and staff from diverse backgrounds, it will be important to create a safe school culture focused on the well-being of **ALL** students and staff. Based on the 2021-22 Educational Effectiveness Survey (EES) data, there is a need to strengthen our work in the area of student and staff well-being and meeting the social emotional needs of	1. Teachers will deliver Back to School Social Emotional Learning (SEL) lessons to students during the first 8-days of school. 2. Administrators will support Social Emotional Learning (SEL) lessons on Morning Announcements. 3. School-wide professional development plan will include Social Emotional Learning (SEL) sessions for teachers delivered during grade level Working on the Work (WOW) Days (Release Days for Teachers).	**Student Wellbeing - Student Survey** **Baseline Data** - 49.34% **Target Data** - 52% **Staff Support - Staff Survey** **Baseline Data** - 80.5% **Target Data** - 82%

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	students and staff through implementing effective Social Emotional Learning (SEL) strategies schoolwide.	4. Social Emotional Learning (SEL) lessons will be provided to students by both the teachers and school counselor/Positive Behavioral Interventions and Supports (PBIS) - Social Emotional Learning (SEL) Coach throughout the school year. 5. Title I Parent Liaison will build parent capacity on Social Emotional Learning (SEL) strategies to use at home through the electronic E-News Parent Newsletter and Lunch and Learn Parent Workshops facilitated by the school counselor. 6. Student and Staff Wellbeing Committee will plan new monthly activities that promote and support well-being and self-care.	
LSPI 90-Day Update			**Data Update on Available Measures**
- Teachers participated in grade level SEL Planning Days. - Administrators and the Parent Liaison created a school calendar of events. - Student ambassadors for each homeroom have been identified to support newly enrolled students as classroom buddies. - Student Peer Leaders attended the Peer Leaders Conference. - Student Principal for A Day was held on February 15, 2023. - The administrative team created a calendar of Student and Staff Well-Being events.			**EES Survey are currently being administered with data being available in March 2023**
Equity 2A: Multi-tiered system of upports	As Centerville Elementary School works to remove barriers to learning for all students, a Multi-tiered Systems of Supports (MTSS) will be implemented to address the academic and	1. Utilize iReady Universal Screener to identify students with academic concerns and expedite the needed support.	**MTSS Screening - Academic** **Baseline Data -** 0% **Current Data –** 100% **Target Data -** 95%

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	non-academic needs of our students. *Academic Press* Centerville Elementary School currently has a significant percentage of students represented in underserved student groups that are reading below grade level. The Multi-tiered Systems of Supports will be implemented with fidelity to address the academic needs of our students and decrease the percentage of students performing below grade level on the reading portion of the Georgia Milestones Assessments. *Supportive Community* Centerville Elementary School will continue to focus on consistent implementation of the Positive Behavioral Interventions and Supports Program (PBIS) to promote positive behavior, improve school safety, and support the overall wellbeing of our students.	2. Establish a Multi-Tiered System of Supports (MTSS) Team to guide and support the implementation of the MTSS process. 3. MTSS and PBIS Team will analyze data from Wellness Screener and the resulting data will be used to determine improvement strategies. 4. The PBIS Team will participate in Tier II Training and use strategies learned to support teachers with effective implementation of the PBIS Program. 5. Professional learning opportunities will be provided to the MTSS team members and the MTSS team members will share strategies learned with teachers. 6. Implement the PBIS Framework strategies and interventions to support all students. 7. A 30-minute intervention block will be added in the master schedule(WIN "What I Need" Time) to provide support in reading and math for all identified students. 8. Additional reading and math intervention support will be provided to students during after-school and Saturday sessions. 9. Students identified as needing Tier II support in reading will receive additional	**MTSS Screening - Wellbeing** **Baseline Data -** 0% **Current Data –** 96% **Target Data -** 95% **PBIS Implementation/Distinguished Status** **Baseline Data -** Operational **Target Data -** Operational **Student Improvement - % Beginning on Milestones** **Baseline Data** - 37.4% **Target Data** - 36% **%Reading Below Grade Level on Milestones - 3rd Grade, Historically Underserved Groups** **Baseline Data** - 34.4% **Target Data** - 31%

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
		intervention support through the Early Intervention Program. 10. Sessions will be set aside during scheduled Collaborative Learning Team meetings to focus on data review. 11. Students will use data notebooks for goal setting and self-monitoring. 12. Students will engage in small group and partner work to improve understanding of the Academic Knowledge and Skills (AKS). 13. Vertical Planning Teams will meet to discuss data and additional supports needed for students. 14. The Title I Parent Liaison alongside the instructional coaches will facilitate "Lunch and Learn" opportunities to build parent capacity on supporting students at home in reading and math. 15. Students will respond to the Educational Effectiveness Survey (Student Wellness Screener) and the resulting data will be used to determine improvement strategies.	

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		16. Innovative Technology Instructional Coach will collaborate with staff to explore and share ideas around the use of innovative technology (i.e., interactive boards, iPads, Chromebooks, collaborative workstations, flexible seating areas) to increase student engagement in all academic core content areas.	

LSPI 90-Day Update	Data Update on Available Measures
- The administrative team participated in Literacy Learning Walks at two elementary schools with literacy pilot programs to gain insight on both programs. - Data review sessions were held after the completion of mid-year universal screener and district assessments. - The MTSS Team reviewed school data and shared data with grade level teachers. - The administrative team met with district support to gain additional insight on the universal screener data and how to leverage the data to support MTSS work. - Teachers participated in a professional learning opportunity facilitated by Dr. Greg Benner with the Whole Educator Series. The session focused on intervention strategies related to student behavior. - All staff participated in a professional learning opportunity focused on Trauma Informed Practices and Restorative Practices. - Teachers participated in a professional learning opportunity focused on increasing teachers' knowledge on understanding the components of Scarborough's Reading Rope. - Selected teachers trained to support staff in iSteep as a tiered math intervention. - Administrators and teachers utilize the MTSS Dashboard to support academic and behavioral needs of students. - Teachers and students are participating in goal setting discussions and utilizing data notebooks. - Vertical planning teams (kindergarten – 5th grades) reviewed the midyear data from the universal screener and district assessments. - A calendar of events for Parent Engagement Workshops have been created.	**GMAS data currently not available and will be updated when available in Summer 2023** **PBIS data currently not available and will be updated when available in Summer 2023**

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Equity 2B: Opportunity and access	As Centerville Elementary School continues to actively work towards all students having the knowledge and skills to excel both academically and behaviorally, we will ensure our students have access and opportunities to engage in a high-quality, rigorous, and culturally relevant curriculum expanding beyond K-5 to include early learning access to all families in the community.	1. Continue implementation and increase enrollment of our kindergarten readiness program (Play2Learn). 2. Increase enrollment in the Summer Learning Program (Support Enrichment Acceleration (SEA) Program)for rising kindergarteners. 3. Hold a registration event for rising kindergarten families. 4. Rental of the Book Mobile for the kindergarten registration event to support early literacy at home. 5. Send summer mailings to rising kindergarten families with timely information for a successful start to the school year. 6. The Title I Parent Liaison will partner with local daycare facilities to share information about registration dates, enrollment requirements, and SEA Program for rising kindergarteners. 7. The Title I Parent Liaison will build parent capacity by providing parents with information and resources to help prepare their children for kindergarten. 8. The Title I Parent Liaison will build parent capacity by providing parents with	**Rising Kindergarten Enrollment During the Month of May** **Baseline Data** - 0% **Target Data** - 50% **Rising Kindergarten Enrollment for SEA Program** **Baseline Data** - 17 students **Target Data** - 25 students **Play 2 Learn Enrollment During the Month of May** **Baseline Data** - 0 students **Target Data** - 20 students

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Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
		information to help them understand the school and district expectations. **Budget Implications:** • Rental of Book Mobile **(Title 1 Funds – AS 4)** • Printing/Summer mailings **(Title I Funds – AS 5)** • Printing/Kindergarten and Play2Learn Registration Informational Flyers **(Title I Funds – AS 6)** • Build Parent Capacity **(Title I Funds – AS 7 & 8)** **Person(s) Responsible:** • Principal • Assistant Principals • Instructional Coaches • Media Specialist • Innovative Technology Instructional Coach • Title I Parent Liaison • Play 2 Learn and Kindergarten Teachers	
LSPI 90-Day Update			**Data Update on Available Measures**
• A calendar of events for Parent Engagement has been created for rising kindergarten parents. • Extended Learning opportunities (Reading and Math) have been provided for at-risk students in grades 1 – 5. • Students participate in several after school clubs and student leadership groups. • Centerville's Play2Learn program continues to grow and currently serves 17 families and students. • Students participate in off-site school field trips.			**Kindergarten Enrollment data and Play2Learn data will be updated when available in Summer 2023**

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Effectiveness 3A: Results-Based Evaluation System	Centerville Elementary School is actively cultivating a culture of continuous quality improvement by focusing on academic progress and reflecting on areas and strategies to help our students and teachers be successful.	1. The instructional coaches and administrators will continue to collaborate with grade levels during Collaborative Learning Team (CLT) Meetings to deepen their understanding of the Academic Knowledge and Skills for literacy and math share best instructional practices for small group instruction, and review student assessment data and work samples to inform instruction. 2. Teachers will use ELA and Math assessment data (formative and summative) to inform their teaching to meet the needs of each student. 3. Teachers will conduct peer observations o effective instructional practices. 4. Vertical Planning Teams will identify specific low performing AKS for each grad level to improve teaching and learning practices. 5. The administrative team and instructional coaches will provide timely feedback to teachers after classroom observations. 6. The administrative team and instructional coaches will complete data analyzes and identify next steps for instructional support for students. 7. The Title I Parent Liaison will build parent capacity by providing information and	**Staff Support - Staff Survey** **Baseline Data -** 87.5% **Target Data -** 88% **Peer observations for Teachers** **Baseline Data -** 0 observations **Current Data** – 12 observations **Target Data -** 30 observations

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
		communication about ELA and Math curriculum each semester in appropriate languages, according to the school population, and in a format that is family friendly.	
LSPI 90-Day Update			**Data Update on Available Measures**
- During weekly collaborative learning sessions with teachers, research-based best practices for instruction are reviewed and modeled. - Students participate in daily intervention instructional blocks focused on reading/math intervention and enrichment activities. - Administrators and coaches have participated in Learning Walks focused on identifying effective teaching strategies during reading and math instructional blocks. - Teachers have participated in peer observations and veteran teachers have modeled effective instructional practices in reading and math. - Instructional coaches have facilitated coaching cycles for teachers needing additional support with literacy, math, and technology. - Vertical planning teams (kindergarten – 5th grades) reviewed the midyear data from the universal screener and district assessments.			**Survey data currently not available and will be updated when available in Summer 2023**
Excellence 4C: World-class communications and engagement	As our community has become more diverse, we must communicate in a way that reaches all parents. Enhancing our communication to meet the needs of our diverse student population will help families stay informed of school information as well as student progress.	1. School-wide communication/flyers will be provided to families in multiple languages, and in a format that is family-friendly. 2. Advertise and offer interpreter services for parents so they may fully participate in school events and activities. 3. Centerville's E-News Parent Newsletter will be uploaded to the school's website to be translated into multiple languages. 4. Centerville Administrators, Title I Parent Liaison, and Technology Team will utilize	**Family Survey Participation** **Baseline Data -** 66 participants **Target Data -** 100 participants **Interpreter and Translation - Family Survey** **Baseline Data -** 100% **Target Data -** 100% **Responsive Communication - Family Survey**

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		social media platforms to connect and communicate with our stakeholders. 5. The Title I Parent Liaison will increase opportunities for families and community members to connect with one another through school events. 6. The Title I Parent Liaison will work alongside the school registrar to create processes and procedures for welcoming new families to the school. 7. The Title I Parent Liaison will update the Parent Resource Room with resources, materials, equipment, and furniture to create a warm and inviting space to increase parent usage.	**Baseline Data -** 87.6% **Target Data -** 88% **Followers on Social Media Accounts** **Baseline Data** - 193 Followers **Current Data** – 207 Followers **Target Data** - 250 Followers
LSPI 90-Day Update			**Data Update on Available Measures**
● Centerville continues to advertise school events using social media platforms. ● Parent Center updates and are being finalized to encourage more parent engagement.			**Family Survey data currently not available and will be updated when available in Summer 2023**