2022-2023 Local School Plan for Improvement (LSPI)

School: Graves Elementary   Principal: Monica Ball

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	Graves ES will provide learning opportunities for students and staff to ensure students are mentally and emotionally healthy to learn by utilizing data to respond to specific student needs.	1. Staff SEL Training of lessons and resources 2. New SEL Committee created 3. Staff Wellness Room will be established 4. Wellness Wall – to include take one/give one positive affirmation display 5. Staff recognition – Staff Shout Outs completed by colleagues 6. View staff and student results of survey and	**Staff wellbeing – ESS Survey** ● I receive training on instruction to support social emotional learning. Baseline SY 21-22: 57% Target Goal SY 22-23: 60% ● I incorporate social emotional instruction into my daily instructional delivery. Baseline SY 21-22: 73% Target Goal SY 22-23: 76%

		determine next steps for interventions 7. Implementation of PBIS expectations throughout the school with guidance provided by the PBIS Committee 8. Utilize district supports to address student and staff well-being 9. Create a calm down area for students in the classrooms 10. Teachers earning PBIS bucks and spending them in the PBIS Teacher store 11. Hiring of a PBIS Coach to support counselors, MTSS, and PBIS **Students** 1. Daily scheduled SEL time (K-5) 2. Wellness Wednesday – positive affirmations for students on the morning/afternoon announcements 3. SEL Kickoff for parents 4. Small group lessons conducted by counselors or PBIS Coach for selected students (ex. trauma,	● Students are encouraged to self-reflect and track progress toward goals. Baseline SY 21-22: 63% Target Goal SY 22-23: 66% **Student wellbeing - ESS Survey** ● I enjoy coming to this school. Baseline: 70% Target: 73% ● I feel safe at school. Baseline SY 21-22: 74% Target SY 22-23: 77%

| | | behaviors, attendance, etc.)
5. Become a member of Katie's Club facilitated by counselor(s)
6. Share 3-5 student survey results with students to gather student input about students and/or staff from their perspectives
7. Continuous ongoing review of PBIS expectations during class meetings
8. Participating in earning Mustang Bucks and spending them in the PBIS store
9. Participate in brain break activities | • Reduce the student chronic absenteeism rate by 10%

Baseline SY 21-22: 75 students
Target SY 22-23: 67 students |

LSPI 90 DAY UPDATE	**AVAILABLE DATA MEASURES**
Implementation Design Progress: • Calming baskets have been distributed to all classrooms for student use. • Calming corners are being created in classrooms for student use. • Kate's Club, a grief student group, was implemented the first semester with six students participating in the six weeks course completed by an outside facilitator. A new counselor was hired to lower the student-counselor ratio to attend to the varied student needs. • Progress Monitoring of attendance revealed more absences occur in grades K and 1 than the other grade levels. • Grades 4 and 5 participated in a second EES survey in January.	• There are no current data measures to report from the EES survey. • Using January's absence report: 1-5 days: 547 students (48.62%) 6-10 days: 291 students (25.87%) 11-15 days: 119 students (10.58%) 16 or more days: 63 students (5.6%) This information is used to track chronic absenteeism the first half of the school year.

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Implementation Design Next Steps: ● Review absentee data with the staff and Local School Council. ● Schedule a parent meeting for kindergarten and first grade parents to review and understand the impact of chronic absenteeism and student achievement ● During large school events, flyers about student absences will be created and distributed. ● Small groups will be conducted by the counselors and PBIS coach. ● Request a second semester group for the students to participate in Kate's Club. ● Continue to monitor SEL activities which occur 15 minutes each day. ● Implement Wellness Wednesdays on the morning announcements with positive affirmations for the students. ● Encourage the staff to continue using the Staff Wellness Room for self care.			

Equity 2A:
Multi-tiered system of supports
	Graves ES will implement a comprehensive framework to maximize student achievement to address support for academic and non-academic student needs to remove barriers to success.	1. Creation of a district local school MTSS Team
		2. Training for MTSS team members to devise a cohesive local school plan to share with the staff
		3. Hire MTSS Coordinator
		4. Utilize data to identify strengths and areas of growth for academic and non-academic student needs
		5. Formalize RTI process
		6. Identify additional community partnerships and external service providers
		7. Involve Parent Center Coordinator and
			● Percentage of K-5 students participating in MTSS Screening (Academic):
			
			  Baseline SY 22-23: 95%
			  Target SY 22-23: 95%
			
			● Percentage of grades 3-5 students participating in MTSS Screening (Wellness):
			
			  Baseline SY 22-23: 95%
			  Target SY 22-23: 95%
			
			● PBIS Implementation Status
			
			  Baseline SY 22-23: Operational
			  Target SY 22-23: Operational
			
			● Percentage of students reading below grade level on the Georgia Milestones:

		counselors with providing academic and non-academic workshops
		8. Continue academic tutoring and ELT programs
		9. Create enrichment programs for high achievers
		10. Ongoing professional learning opportunities at the local and district level
			• Grade 3: Baseline SY 21-22: 53%
			  Target Goal SY 22-23: 48%
			
			Grade 4: Baseline SY 21-22: 52%
			  Target Goal SY 22;23: 47%
			
			Grade 5: Baseline SY 21-22: 41%
			  Target Goal SY 22-23: 36%
			
			• Percentage of students scoring in the Beginning level on the Georgia Milestones:
			
			Grade 3: Baseline SY 21-22: 59%
			  Target Goal SY 22-23: 54%
			
			Grade 4: Baseline SY 21-22: 43%
			  Target Goal SY 22-23: 38%
			
			Grade 5: Baseline SY 21-22: 39%
			  Target Goal SY 22-23: 34%
			
			• English Learner Exit Rate
			
			Baseline SY 2021-22: 29 students
			Target Goal SY 2022-23: 35 students

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LSPI 90 DAY UPDATE			AVAILABLE DATA MEASURES
Implementation Design Progress: ● Hiring of MTSS Coordinator in September ● MTSS Team formed and meets monthly to provide updates to academic, behavior, and social and emotional needs ● Dibels8 was administered to all K students while grades 1-5 were accessed if the students scored 25% on ELA and/or Math. ● Selected students participated in the school's intervention plan by the MTSS Coordinator the first half of the school year ● MTSS data reviewed indicated students progress the first half of the school year **Implementation Design Next Steps:** ● Adjustments to the student groups are being reviewed by the MTSS Coordinator to determine which students no longer need to be a part of the MTSS group ● Continue effectiveness of i-Ready usage in all classrooms to increase student proficiency			● Progress monitoring was completed by students who had a beginning of the year score along with additional students who scored 25% or less. ● 96% of grades 4 and 5 participated in the EES survey. ● Georgia Milestones data is unavailable and will be shared at the end of the school year. ● Georgia Milestones 3-5 Benchmarks do not provide a proficiency level for grade levels. ● i-Ready ELA and Math screener data is being used to discuss student progress. Teachers are able to assign standard based assignments to assist students who are experiencing deficits in one or both subject areas.
Equity 2B: Opportunity and access	Graves ES will expand opportunities to engage and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework, and enrichment activities.	1. Increase number of ESOL endorsed classroom teachers 2. Create Strategic ESOL Plan for Year 2 for staff members to include EL professional learning	● Increase participation for identification of Gifted and Talented students: Baseline SY 2021-22: 4% - 38 students Target Goal: SY 22-23: 5% - 46 students

| | | | 3. Use designated in school time for intervention and enrichment options
4. Increase EIP personnel to support students
5. Increase the number of students identified as Gifted & Talented
6. Based on the type of feedback needed, select students to provide input by informing staff members of how we can collect information (ex. grade level, Student Council, individual students, etc.)
7. Discuss type of enrichment activities students are interested in participating in at the local school via survey
8. Create partnerships with external stakeholders (ex. Comcast, Viewpoint, Building Babies Brain, and Graves Community Foundation) for access to internet, therapeutic services, reading for young readers, and community supports
9. Expand Early Learning classes for the community | ● Decrease the number of students who receive ISS or OSS referrals:

Baseline SY 2021-22: 52 incidents
Target Goal: SY 2022-23: 42 incidents

Group Information

Baseline SY 2021-22: Hispanic – 26 students
Target Goal SY 2022-23: 21 students

Baseline SY 2022-23: Black – 8 students
Target Goal SY 2022-23: 6 students

Baseline SY 2022-23: Special Ed – 8 students
Target Goal SY 2022-23: 6 students |

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		10. Decrease the number of discipline referrals from the previous school year 11. Participation in K-5 Career Fair	

LSPI 90 DAY UPDATE	AVAILABLE DATA MEASURES
Implementation Design Process: ● Schoolwide (K-5) participation in the EL Education Pilot Program supporting the ELA curriculum. ● Next year's staffing plan will include additional EIP staff members for remediation services. ● Re-entry meetings are taking place for students who have experienced behavior concerns. ● The MTSS Team met and discussed the interventions being used with Tier 2 and Tier 3 students. ● i-Ready screener data was reviewed to identify potential gifted students. ● Two Play2Learn classes (birth to five years old) are currently in session at Graves. ● Students qualifying for gifted services will provide increased opportunity and enrichment access which will support Graves funding source. **Implementation Design Next Steps:** ● Recruit teachers to teach the Saturday Enrichment Program. ● Use screener data to make academic, behavior, and intervention decisions. ● Community connections continue to be made with the families attending the Play2Learn classes including being informed of additional schoolwide activities that the families are able to attend including parent workshops.	● 33 students are in the process of being tested for the gifted program. ● 28 discipline referrals have been reported to date which involves 19 students. Out of the 19 students include students who have more than one referral.

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● Teachers have provided feedback to the district regarding the current ELA Pilot Program and its effectiveness and growth of the students this school year. This Board of Education is scheduled to make a decision about the adoption of this program prior to the end of the school year.			

Effectiveness 3A:
Results-Based Evaluation System
-
		1. Change format of internal Profile Sheet to record new screener info (Pre, Mid, Post)
		2. Indicate how many students are Below, On, and Above Grade Level which will be included on the summary information by class and by grade level
		3. Share what interventions will be used based on screener results for designated CQI time
		4. Record the frequency of how the students are being monitored for intervention and/or enrichment growth
		5. Be specific when developing a Professional Learning Goal (PLG) and align it to the local school's LSPI goal(s) for certified staff
			● Improvement Progress – Benchmark Assessments
			
			Baseline SY 2022-23: TBD
			Target Goal SY 2022-23: TBD
			
			● Percentage of students performing at the Proficient/Distinguished levels, in ELA, on the Georgia Milestones:
			
			Grade 3: Baseline SY 21-22: 20%
			        Target Goal SY 22-23: 30%
			
			Grade 4: Baseline SY 21-22: 27%
			        Target Goal SY 22-23: 37%
			
			Grade 5: Baseline SY 21-22: 36%
			        Target Goal SY 22-23: 40%
			
			● Our staff believes that all students can meet state standards (ESS Staff Survey):
			
			Baseline SY 2021-22: 56%
			Target Goal SY 22-23: 59%
			
			● My colleagues welcome new ideas and change (ESS Staff Survey):
			
			Baseline SY 2021-22: 27%

		6. Record how many visits are made weekly to classrooms 7. Identify staff needs for a coaching cycle 8. Understanding more about the Milestones Benchmarks to compare data and prepare for adjustments to the current intervention 9. Celebrate growth student, class, and teacher growth 10. Establish the importance of student goal setting 11. Align Collaborative Learning Team (CLT) meeting planning 12. Conduct ongoing Data Talks to analyze student academic strengths and deficits 13. Monitoring and utilizing intervention data by looking at student group results	Target Goal SY 22-23: 30%
LSPI 90 DAY UPDATE			**AVAILABLE DATA MEASURES**
Implementation Design Process: ● The ESOL Lead Specialist has assisted the ESOL team with facilitating ongoing staff professional learning focused on the Key Language Uses (inform, explain, narrate, and argue).			● No current data is available to review at this time for EES Staff and Georgia Milestones data.

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- There are changes to the CLT meetings which are now facilitated by designated grade level members due to the absence of both Instructional Coaches.
- Mustang Trots will continue to be monitored, documented, and discussed during weekly Admin meetings.
- One Assistant Principal is participating in a Coaching Endorsement Program working with one identified grade level.
- Data Talks included December results from i-Ready (ELA and Math), Mid-Year Assessments, and 3-5 Georgia Milestones Benchmark scores.

Implementation Design Next Steps:
- Log classroom visits on Admin meeting notes
- Continue ESOL sessions with the staff
- CFA/CUA assessments will be recorded on the lesson plans, so timely data discussions will happen frequently to adjust needed instructional changes.
- Debriefing before and after grade level meeting facilitation is being implemented to support the Assistant Principal participating in the Coaching Endorsement.
- Student engagement of the students' participation in the EL Education Pilot Program has been at a high level.
- Examination and discussion during each grade level's Data Talk revealed individual student progress is evident which has been recorded on grade level profile sheets.

- i-Ready ELA Domains (Highest Progress) Phonological Awareness, High Frequency Words, and Phonics

- i-Ready ELA Domains (Lowest Progress) Vocabulary and Comprehension (Literature and Informational Text)

Overall K-5 ELA current percentages
- K Mastery: 26% of students
- 1st Mastery: 20% of students
- 2nd Mastery: 21% of students
- 3rd Mastery: 33% of students
- 4th Mastery: 21% of students
- 5th Mastery: 25% of students

Beginning of the Year ELA K-5 Data
- Mid or Above Grade Level: 46 students
- Early on Grade Level: 75 students
- One Grade Level Below: 374 students
- Two Grade Levels Below: 211 students
- Three or more Grade Levels Below: 191 students

Mid- Year ELA K-5 Data
- Mid or Above Grade Level: 88 students
- Early on Grade Level:129 students
- One Grade Level Below: 353 students
- Two Grade Levels Below: 170 students
- Three or more Grade Levels Below: 157 students

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	● i-Ready Math Domains (Highest Progress) Number and Operations and Algebra and Algebraic Thinking ● i-Ready Math Domains (Lowest Progress) Geometry and Measurement and Data Overall K-5 Math current percentages ● K Mastery: 12% of students ● 1st Mastery: 13% of students ● 2nd Mastery: 15% of students ● 3rd Mastery: 20% of students ● 4th Mastery: 23% of students ● 5th Mastery: 19% of students Beginning of the Year Math K-5 Data ● Mid or Above Grade Level: 10 students ● Early on Grade Level: 55 students ● One Grade Level Below: 538 students ● Two Grade Levels Below: 181 students ● Three or more Grade Levels Below: 147 students Mid- Year Math K-5 Data ● Mid or Above Grade Level: 62 students ● Early on Grade Level: 98 students ● One Grade Level Below: 509 students ● Two Grade Levels Below: 143 students ● Three or more Grade Levels Below: 119 students

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Excellence 4C: World-class communications and engagement	Graves ES will prioritize increasing communication skills and community engagement, for all stakeholders, to ensure equitable access to the services provided at the local school and at the district level.	1. Provide accessible access to bilingual staff members and translation software 2. Create a welcoming environment when communicating in person and/or over the phone 3. Keep school website, marquee, and school messages up to date 4. Change the name of Curriculum Night to Back to School Night to heighten community interest 5. Schedule a minimum of two Town Hall meetings with the parents (ex. one per semester) 6. Create a school newsletter to be sent out three times a year 7. Continue to leverage the communication channels that are effective (School Messenger, Class Dojo, etc.) 8. Use Parent Survey results to regarding effective means of communication	• Increase number of families participating in the ESS survey: Baseline SY 2021-22: 80 families • Target Goal SY 2022-23: 100 families • Student placement in advanced classes is not influenced by race, gender, or socioeconomic levels (ESS survey): Baseline SY 2021-22: 73% Target Goal SY 2022-23: 76%

		9. Increase school events which involve highly engaging activities 10. Discuss adding a parent component for parents to earn Mustang bucks to increase participation which supports PBIS 11. Gather feedback from Local School Council to receive feedback beyond perception surveys 12. Create a formal process for external stakeholders to provide feedback or a process to review the feedback. 13. Create an advisory group for students (ex. Student Council, individual students, and our grade level students)	

LSPI 90 DAY UPDATE **Implementation Design Process:** ● Increased parent participation has been observed in school events. ● The use of the SchoolMessenger and the monthly parent calendar have been effective ways of increasing home to school communication. ● More parents are contacting the school to report their concerns. ● The second parent newsletter will be sent out in February. ● A parent calendar of events is sent out monthly. ● Monthly Sign-Up Genius is sent out monthly where optional one on one conversations take place with staff members.	**AVAILABLE DATA MEASURES** ● The EES parent survey has not been administered by the district.

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- Town Hall Meetings are scheduled and will be shared in the Parent Newsletter and Parent Calendar of Events for participation and info will be sent out via SchoolMessenger. One of three meetings has been held this school year with two more meetings to be held prior to the end of the school year.

Implementation Design Next Steps:
- More work is needed to increase the parents' knowledge and understanding of their contribution to the Local School Council.
- Maintain current and timely communication for all stakeholders.
- Consider a Sign-Up Genius for individual parent meetings monthly to begin in the 2023-24 school year.
- Increase teacher-parent communication with sending out a bi-weekly or monthly newsletter to the parents.
- Gather input from a variety of students in the school to make changes deemed necessary based on the topics discussed. The establishment of this feedback should take place once a semester.

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