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.** Additionally, schools are required to select one goal from each of the other strategic priorities. 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. 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.

2023 - 2024 Local School Plan for Improvement (LSPI)

School: RADLOFF MIDDLE SCHOOL   Principal: Jennifer E Callahan

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)
Empathy 1.B - Staff and Student Well Being	Based on Radloff students' completion of the Educator Effectiveness Survey (EES) survey, there is room for improvement in	1. Tuesday two by twos (lighthouse keepers write 2 lighthouse appreciation cards and 2 positive behavior referrals for students each Tuesday 2. PBIS 1 by 3–for every one period teacher will give 3 opportunities for students to earn PBIS stamps 3. Schoolwide Morning Meetings (modeled with staff during pre-	**Student Wellbeing (Student Survey)** - Percent of students responding positively to the following student wellbeing EES Student Survey items (weighted average):

the areas of students feeling safe and enjoying coming to school. Prior student attendance indicates that there is a need to focus on student wellbeing within the local school. Based on the staff EES survey, there is room for improvement in the areas of conflict resolution and support that leads to professional growth.	4. Grade level Social and Emotional Learning rooms 5. First 20 Days of School (Morning Meeting/Advisement lessons) dedicated time to build community between staff and students 6. Continue teacher shout-outs on morning announcement 7. Continue distributing and issuing staff reward tickets 8. Positive Behavior Intervention System (PBIS) Passports for each student 9. PBIS & Social and Emotional Learning (SEL) systems in place with the goal to increase student belonging, positive student interactions and sense of staff and student safety. 10. Intentional inclusion of student voice through Principal Student Advisory Council (PSAC) and PBIS Champion Student Team 11. Schedule Callahan Chats for staff and community 12. Weekly Building Leadership Team (BLT) meeting to hear from all support staff (ie custodial, counseling, SNP program, technology, Title I, safety, etc…).	(1) I feel safe at this school **BASELINE: 48%** **TARGET: 51.2%** (2) I enjoy coming to this school **BASELINE: 38%** **TARGET: 42.%**

(continued)

| | **Person Responsible:**

Radloff Administrative Team

Instructional Leadership Team

Building Leadership Team

Staff Members

From Time Line: 01-01-1900 00:00:00.000 | **Staff Support (Staff Survey)** - Percent of staff responding positively to the following staff support EES Staff Survey items (weighted average):
(1) When there is a problem in my school, we talk about how to solve it
BASELINE: 61%
TARGET: 63%
(2) My principal facilitates systems/processes to support school improvement
BASELINE: 87%
TARGET: 87%
(3) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)
BASELINE: 70%
TARGET: 72% |

		To Time Line: 01-01-1900 00:00:00.000 **Budget Implication:** PBIS items (positive behavior referrals, rewards, PBIS passports, stamps, student ID stickers) (Title I funded) Staff items (reward tickets, rewards) Title I Funding to support additional Connections courses to better support the whole learner Title I Funding to support language acquisition and reading remediation for multi-linguals scholars Social and Emotional Well-being and Motivational Speakers for Students funded by Title I Additional staff (ie MTSS coordinator, PBIS coach, literacy specialist, math instructional coach and student behavioral interventionist) to support student and staff well-being	
Equity 2.A - Multi-tiered System of Supports	Previous student achievement data indicates that a tiered system of support is warranted to better meet Radloff students' learning needs. We are currently emerging Positive Behavior Intervention & Supports (PBIS) school and wish	1. iReady diagnostic to support students' tier placement 2. Academic intervention system during extended learning time 3. Additional language acquisition classes to support EL students 4. Imagine Learning funded by Title I to support multi-lingual learners in strengthening English language 5. Additional ESOL certified staff to reduce class size and provide	**EL - Exit Rate** Based on GaDOE's standardized statewide EL Exit Procedures Percentage of English Learners who attained English language proficiency. Calculated as the number of English Learners who attained English language proficiency divided by the total number of English

	to increase the efficiency and fidelity of implementation at the operational level.	additional language support	Learners reported in student record. **BASELINE: 3.9% TARGET: 15%**
		6. Title I EL Night to enhance student and parent engagement and language acquisition capacity.	
		7. Job-embedded professional learning for ELL instructional scaffolding.	**English Learner (EL) Progress Towards Language Proficiency - CCRPI** English Learner progress towards English language proficiency.
		8. Title I funded MTSS Coordinator, PBIS Coach, SEL Lead Teacher, social worker and additional counselor	
		9. Frequent and pervasive use of Positive Behavior Referrals	Based on EL students' growth on the ACCESS test and calculated by the GaDOE for the CCRPI as a "rate" that rewards more credit for greater amounts of student progress. According to GaDOE, EL students making no progress towards proficiency earn 0 points; those making progress but not moving one band earn 0.5 points; those moving one band earn 1 point; and those moving more than one band earn 1.5 points. Possible overall rate ranges from 0-100. The reported overall value for the district is a weighted average of the
		10. Intentional Planning, Collaboration and Monitoring of Instruction	
		11. Focus on embedding differentiated small groups into instructional framework.	
		12. Weekend and afterschool Extended Learning Time programs funded by Title I	
		13. Transportation to support students with accessing before and after school Extended Learning Time (ELT) programs	
		14. Multi-tier Systems of Support (MTSS) collaboration to support students at a variety of levels and in a various of domains including academics, behavioral and emotional	
		Person Responsible:	

		Instructional Leadership Team	Elementary, Middle, and High school districts results published by the GaDOE for GCPS, using October FTE K-12 GCPS enrollment by level as weights.
		MTSS School Improvement Team	
		Administrative Team	
		From Time Line: 01-01-1900 00:00:00.000	
		To Time Line: 01-01-1900 00:00:00.000	**BASELINE: 58% TARGET: 60% Student Improvement – % Beginning on Milestones** % of all Milestones tests in which students scored at Beginning level, lowest performance level
		Budget Implication:	
		Title I funds to support MTSS coordinator and PBIS coach and other personnel to support social and emotional learning Funding for online instructional resources Title I Funding for flexible furniture to support small group instruction and student collaboration Funding for PBIS incentive supplies Title I funding for technology to support small group instruction Title I funding for translation devices for multilingual learners (ML) Title I funding for additional staff to support language acquisition for ML. Title I funding to increase flexible setting and diverse reading materials for multilingual learners.	**BASELINE: 23.0% TARGET: 25%** **Positive Behavior Intervention & Supports (PBIS) Designation BASELINE: emerging TARGET: operational** **English Learner (EL) Progress Towards Language Proficiency - CCRPI** English Learner progress towards English language proficiency. Based on EL students' growth on

			the ACCESS test and calculated by the GaDOE for the CCRPI as a "rate" that rewards more credit for greater amounts of student progress. According to GaDOE, EL students making no progress towards proficiency earn 0 points; those making progress but not moving one band earn 0.5 points; those moving one band earn 1 point; and those moving more than one band earn 1.5 points. Possible overall rate ranges from 0-100. The reported overall value for the district is a weighted average of the Elementary, Middle, and High school districts results published by the GaDOE for GCPS, using October FTE K-12 GCPS enrollment by level as weights.
			BASELINE: 58% **TARGET: 60%**
			EL - Exit Rate Based on GaDOE's standardized statewide EL Exit Procedures

			Percentage of English Learners who attained English language proficiency. Calculated as the number of English Learners who attained English language proficiency divided by the total number of English Learners reported in student record. **BASELINE: 3.9% TARGET: 10%**

Equity 2.B - Opportunity and Access	Based on SY 2022-23 discipline data, White, multi-cultural, Asian and SWD student groups were overrepresented in ISS or OSS compared to those groups' percent of total student population, with 4 student groups being over the disproportionality index.	○ Train staff on Restorative Practices and increase use of restorative practices across campus
		   ■ Character Strong
		   ■ Navigate 360
		   ■ SEL Literacy Books
		
		4. Advisement program increase SEL and opportunities for students to connect.
		5. Student and staff motivational speakers to connect and provide meaningful stories through their lived experiences
		6. Increase access to culturally relevant materials to better connect to our student's background knowledge
		7. Continue with student leadership teams to promote student voice.
		Process for gifted identification
		7. Use of universal screener to identify more gifted students
		8. Use portfolios
			Discipline Disproportionality - Number of All Student Groups Overrepresented in ISS and OSS.
			
			Discipline disproportionality index = Discipline representation divided by school representation
			
			A**s defined by Smith & Harper (2015), a student group is overrepresented when the disproportionality index is greater than or equal to 1.2.**
			
			RESULTS: 2022 Discipline Data:

		Person Responsible:	**Male - 21.5% disciplined | 52% total = .41**
		Administrative Team	**Female - 15.2% discipline | 46.4% total=.32**
		Instructional Leadership Team	**Hispanic - 18.2% disciplined | 74% total=.24**
		MTSS School Improvement Team	**Black - 20.9% disciplined | 19% total = 1.1**
		From Time Line: 01-01-1900 00:00:00.000	**White - 17.6% disciplined | 2.0% total = 8.8**
		To Time Line: 01-01-1900 00:00:00.000	**Multiracial - 30% disciplined | 1% total=30 *16 students**
		Budget Implication:	**Asian - 5.9% disciplined | 4% total=1.475**
			Multilingual -18.8% disciplined | 64% total=.29
		Budget Implications: Media Center redesign which includes additional diversity in texts and ways to enjoy texts PBIS Supplies for support and incentive	**Free/Reduced - 18.3% disciplined | 90% total=.20**
		Title I funds to support additional personnel to assist with SEL/PBIS and restorative practices	**SWD - 16.4% disciplined | 14% total=1.17**
		Title I funding for additional literacy materials	**BASELINE**: 4 student groups overrepresented in ISS and OSS by disproportionality index
		Title I funding for extended learning opportunities and transportation to ELT activities	**TARGET**: 2 student group overrepresented in ISS and OSS by disproportionality index
		Funding for morning huddle supplies and Advisement	
		Funding of social and emotional learning rooms for student decompression and mindfulness	
		Release time for Gifted teachers to implement student identification processes.	

		Release time for Gifted teacher collaboration.	

Effectiveness 3.A - Results-Based Evaluation System	Prior year's Georgia Milestones, student Common Summative Assessment (CSA) and Common Formative Assessments (CFA) indicates room for growth. Radloff MS will aim to have 74% of all students to meet our benchmark mastery of 74% or above on each CFA and CSA. Tracking this CFA and CSA data throughout the year will allow us to better meet the individualized needs of our scholars.	• Intentional planning for small group differentiated instruction
		  ○ Content Teams tracking CFA and CSA initial and reassessment to ensure that scholars are improving mastery levels
		
		• • MA/LA individualized RBES goal for each and every student connected to previous GMAS scores
		• Continue Peer Observations (4 times annually–September, November, January, March)
		• Admin LSPI instructional walks (1 x 8)
		• Continue with CFA reassessment during ELT and Connect to student (during the day) club attendance
		• Track scholar CFA and CSA data during curriculum planning sessions
		  Formalize student goal setting processes for CFAs and CSAs
		    ○ Add component of wellness check-ins
		• Student-led conferences
		• Additional Collaborative Planning for curriculum teams to plan for small group instruction funded by Title I
		
		• Use Curriculum-Assessment-Instruction--Remediation & Enrichment (C-A-I-R) protocol to increase teacher understanding of standards which lead to more
			CFA and CSA Data Tracking Sheets
			
			Chosen 20 ELT tracking sheets to determine student growth

		rigorous learning experience for scholars.	
		Person Responsible: Admin Team Instructional Leadership Team MTSS Improvement Team **From Time Line:** 01-01-1900 00:00:00.000 **To Time Line:** 01-01-1900 00:00:00.000 **Budget Implication:** **Budget Implications:** Collaborative Planning Time Materials for student goal setting Title I funding to support small group instruction Title I funding to support teacher development and learning to attend training and conferences	
Excellence 4.A - Preferred Education Destination	Based on EES survey results, there is a need to continue school wide efforts to develop a community of learners who value respect, responsibility and readiness.	1. Parent English Courses 2. Structural and technology improvements to parent center 3. Coffee with Callahan Chats 4. Title I Events: Literacy Night, STEM (Math/Science/Engineering) Night, ESOL Night, International Night	**Family Satisfaction – Family Survey** **Percent of families responding positively to the following family satisfaction EES Family Survey items (weighted average):**

| | There is a need for increased two-way communication with stakeholders based on Radloff parents' completion of EES survey. | 5. Morning Huddles

6. Radloff Pride Advisement

Person Responsible:

LRMS Admin Team

Parent Instructional Coordinator (PIC)

LRMS Teachers

LRMS Scholars

MTSS Team

From Time Line: 01-01-1900 00:00:00.000

To Time Line: 01-01-1900 00:00:00.000

Budget Implication:

Title I funding to improve parent and community engagement activities.

Title I funding to add personnel to support PBIS, SEL, and fund Parent Instructional Support Coordinator (PISC).

Title I funding to support parent and community partnerships.

Title I funding to support transportations for families to better engage with school. | **(1) The principal of this school is committed to quality education**

BASELINE: 85%

TARGET: 88%

(2) I believe adults in this school care about my student

BASELINE: 71%

TARGET: 75%

(3) Parents/families and employees at this school talk respectfully with one another

BASELINE: 89%

TARGET: 92%

(4) This school is doing a good job of preparing my student for a successful future

BASELINE: 73%

TARGET: 75%

Student Satisfaction – |

			Student Survey
		Funding to support community visits to bridge the gap between home and school.	**Percent of students responding positively to the following student satisfaction EES Student Survey items (weighted average):**
			(1) Adults in this school help me plan and set goals for my future
			BASELINE: 55%
			TARGET: 58%
			(**2**) **Work I do in this school is useful and interesting to me**
			BASELINE: 55%
			TARGET: 58%
			(3) This school is doing a good job of preparing me to succeed in my life
			BASELINE: 58%
			TARGET: 60%

			(4) I feel proud of my school
			BASELINE: 49%
			TARGET: 52%
			Student Achievement
			Percent of Milestones tests in which students scored Proficient & Distinguished