

2022-2023 Local School Plan for Improvement (LSPI)

School: Alford Elementary School

Principal: Dr. Shon Davis

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	Alford Elementary will continue to develop and maintain a school culture in which school wide activities are implemented that focus on social-emotional	1. An SEL segment/time has been included within the daily master schedule so that all classrooms are focusing on strategies and activities to promote social and emotional learning.	The percent of students responding positively to the following student wellbeing EES survey items will increase by 3-5%. <ul style="list-style-type: none"> ● I enjoy coming to this school (Baseline – 36%; Target- 41%) ● I feel safe at this school (Baseline- 50%; Target-55%) ● I am good at figuring out the best solution to problems I'm facing (Baseline- 29%; Target 34%)

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	<p>learning. This will result in increased staff and student wellbeing.</p>	<p>2. An SEL Staff Committee has been developed to ensure that there is collective voice and shared ideas on school events promoting self-care as well as physical and mental health for all staff members.</p> <p>3. A PBIS Committee has been developed to provide professional learning and share best practices which will result in more culturally responsive classrooms and more positive peer to peer relationships and more positive student to teacher relationships throughout the school.</p>	<ul style="list-style-type: none"> ● I am hopeful about my future (Baseline- 69%; Target- 72%) <p>The percent of staff responding positively to the following staff wellbeing EES survey items will increase by 3-5%.</p> <ul style="list-style-type: none"> ● There is a willingness to address conflict in this school (Baseline- 48.8%; Target 51.8%) ● When there is a problem in my school, we talk about how to solve it (Baseline- 47%; Target- 50%) ● My principal facilitates systems/processes to support school improvement (Baseline- 76% ; Target- 79%) ● Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) (Baseline- 67%; Target- 69%)
<p>Equity 2A: Multi-tiered system of supports</p>	<p>We will develop and maintain an instructional</p>	<p>1. We will provide remediation and enrichment supports to</p>	<p>Alford Elementary School will have a 98% participation rate on the Universal Student Wellness Screener.</p>

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climate where each and every child receives intervention supports to enhance their academic and social development.

enhance the learning of each and every student both academically and emotionally/socially.

2. We will incentivize students through PBIS activities and class/school practices.

3. Analyze data from the iReady and Wellness Screeners to provide interventions and supports in every classroom and throughout the school which will include but not be limited to high quality Tier 1 strategies, PBIS practices and incentives.

Grade 3 Reading GMAS proficient and distinguished levels for underserved student groups will increase by 3-6%: African American, Hispanic, and English Language Learners, Students on Free Meals, and Students with Disabilities

Student Group	Baseline	Target Data
African Americans	41%	45%
Hispanic	18%	22%
EL	19%	22%
Free Meals	23%	28%
SWD	4%	10%

Grade 4 Reading GMAS proficient and distinguished levels for underserved student groups will increase by 3-6%: African American, Hispanic, and English Language Learners, Students on Free Meals, and Students with Disabilities

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<p>Equity 2B: Opportunity and access</p>	<p>We will ensure that students engage in and access high-quality, rigorous, and culturally relevant curriculum and instruction. Students will have multiple opportunities and access to gifted, remedial, and enrichment services.</p>	<ol style="list-style-type: none"> 1. Students will participate in SEL and restorative practices. 2. Students will have access to ESOL and EIP support services. 3. Students will have ongoing access to clubs and other extracurricular activities to enhance their performance academically, socially, and emotionally. 4. Technology integration in all core and special area classes. 	<p>Alford Elementary School will have a 98% participation rate on the Universal Student Wellness Screener.</p> <p>The percent of students responding positively to the following student wellbeing EES survey items will increase by 3-5%. We will have an increase on the EES survey related to:</p> <ul style="list-style-type: none"> ● In this school, there is at least one adult who knows and cares about me (Baseline – 66%; Target- 70%) ● Adults in this school help me plan and set goals for my future (Baseline- 48%; Target- 52%) <p>Gifted & Talented Representation The number of students enrolled in gifted and talented. We will increase the underrepresented student racial/ethnic groups.</p>												

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<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>We will continue to exercise and implement best practices that yield positive outcomes of student success for overall school improvement. In Gwinnett County Public Schools, the Results Based Evaluation System</p>	<p>1. Implement the MTSS Structure to support academic press and supportive community for each and every student.</p> <p>2. MTSS Committee will participate in vertical and cluster planning sessions to ensure intervention</p>	<p>Percent of students improving on district Milestones Benchmark between the first and second semester.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">E L A</th> <th style="width: 20%;">Milestones DA 1st Semester</th> <th style="width: 20%;">Milestones DA 2nd Semester</th> <th style="width: 35%;">% of students improving on Milestones DA</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td style="text-align: center;">4</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	E L A	Milestones DA 1 st Semester	Milestones DA 2 nd Semester	% of students improving on Milestones DA	3				4									
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promotes continuous quality improvement in the local school by identifying the areas of strength and those that need improvement.

supports are occurring with fidelity across the school.

3. Vertical teaming and content committees will be designed to support and increase small group instruction/classroom interventions.

4. Peer Observations (Admire and Acquire Sessions) to enhance classroom instruction and student support methods.

5. New Teacher Induction Committee will meet to ensure that new teachers are receiving “Just-in-time” strategies and methods to implement quality instruction and support students consistently.

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Math	Milestones DA 1 st Semester	Milestones DA 2 nd Semester	% of students improving on Milestones DA
3 rd			
4 th			
5 th			

A CCRPI Progress score (Milestones/ACCESS Growth) of 80 or higher will be used to determine if students are growing at a typical or high level in ELA and Math as well as in English language proficiency among our English Learners (via ACCESS).

CCRPI Progress Score	ELA Content Mastery	Math Content Mastery	ACCESS Proficiency Progress Toward
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<p>Excellence 4C: World-class communications and engagement</p>	<p>We will demonstrate world-class communication and engage with our stakeholders by modeling transparent two-way communication.</p>	<ol style="list-style-type: none"> 1. Provide ongoing informational sessions and workshops to increase parental capacity. 2. Invite and engage with families and business partners during school-wide events such as Curriculum Night, Literacy Night, Math Night, STEM Night, Career Day, and Awards Ceremonies. 3. Strategically use social media and digital communications 	<p>The percent of family participation with the EES Survey will increase (Total respondents- Baseline 61 respondents /Completion Rate- Baseline 16%; Target 65 respondents/ Completion Rate -Target 19%).</p> <p>Percent of families responding positively to the following family satisfaction EES Family survey items will increase by 3-5%.</p> <ul style="list-style-type: none"> ● Parents/families have input into plans for improving this school (Baseline- 78%; Target- 81%) ● I am encouraged to collaborate with my student's teachers about my student's learning (Baseline- 78%; Target- 81%) 												

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		<p>to connect with all stakeholders. This includes ensuring that the communications are delivered in multiple languages.</p> <p>4. Elevate student voice by including students in surveys, councils, and school leadership teams to share their feedback.</p> <p>5. Share school data and progress with business partners, local school council, and PTA.</p>	<ul style="list-style-type: none">● My student is challenged with a rigorous course of study at this school (Baseline – 67.9%; Target – 70.9%)● The schoolwork my student is assigned is relevant to their future success (Baseline – 77.0%; Target – 80.0%)● Teachers accommodate my student’s individual needs by adjusting instruction (Baseline- 77.4%; Target- 80.4%) <p>Alford Elementary School will have a 98% participation rate on the Universal Student Wellness Screener.</p>
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