2022-2023 Local School Plan for Improvement (LSPI)

School: <u>Baggett Elementary School</u>   Principal: <u>Mitch Green</u>

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 growth factors. Consider the ones below…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	Student and staff wellbeing are the foundation of a successful school. This component of empathy ensures that others understand the feelings of another person and allow that person to place	1. Support SEL/Wellness among students by holding weekly class meetings and through the implementation of a schoolwide SEL/Wellness program. 2. Establish a collaborative learning space to serve teachers. 3. Expand PBIS into the classroom to include internal reward systems and schoolwide expectations.	KPI - Student Survey – Improved average performance across the following questions: 1) I feel safe at school 2) I enjoy coming to this school 3) I am hopeful about my future 4) I can calm myself down when I am excited or upset Baseline - 70.75%, Target - 71.25%

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	themselves in the other's position. This is the entry point in creating a culture where staff and students feel a sense of belonging and safety. In this, it is critical to promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.	Expand into transportation through Bus of the Week (every 2 weeks). Establish a home for PBIS store with rewards for positive performance. 4. Establish theme of Growing Greatness and the project – Exploring the Roots of Our Greatness to further develop a sense of belonging. 5. Develop and calendarize award ceremonies at MOY and EOY to recognize student achievement in multiple areas.	KPI – Staff Support – Improved average performance across the following questions: 1) When there is a problem in my school, we talk about how to solve it 2) My principal/administrator cares about me as a person; 3) My principal facilitates systems/processes to support school improvement; 4) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) Baseline - 70.25% , Target - 72%
Equity 2A: Multi-tiered system of supports	In order to ensure the success of each and every student, we need to redesign a comprehensive framework to fully operationalize a multi-tiered system of supports. Such a redesign will address academic and non-academic student needs, remove barriers to success and reduce	1. Adjust staffing to include additional support staff, an MTSS lead, a part-time Parent Instructional Coordinator, and an additional Counselor 2. Encourage participation in various endorsements including Coaching and STEAM to support reduction of educational inequity. 3. Redesign and implement a roadmap for MTSS at Baggett ES including quality Tiered instruction, universal screeners, interventions on both the academic press and	KPI Student improvement. Reducing inequity and seeing the success of each and every student entails an overall reduction in the students scoring at the beginning level on the GMAS. Baseline - 45% beginning Target - 40% beginning KPI - ELL Progress towards Language Proficiency. With 49% of our current student population qualifying and receiving ESOL services, this subgroup is a critical component to our school's success. In this, we are looking to

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	educational inequity, providing students and staff with targeted supports and enrichment that increase opportunities to succeed.	supportive community sides, as well as progress monitoring.	increase our ELL students' progress toward language proficiency. Baseline - 72% Target - 74%
Equity 2B: Opportunity and access	In a school where poverty is a significant factor, it is critical to ensure that our students have the same opportunities and access to rich educational experiences as others. To accomplish this, we must expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework and enrichment activities.	1. Expand arts offerings as part of Discovery Rotation. 2. Grow partnership with the Alliance Theatre beyond Kindergarten classrooms. 3. Increase Project-Based Learning to include 2 PBLs per school year at each grade level. 4. Expand extra-curricular activities and opportunities for students to demonstrate their learning to a true audience. 5. Participate in schoolwide literacy pilot (Fundations and Wit & Wisdom) to ensure high-quality, rigorous academic program. Provide additional Professional Learning to ensure quality implementation. 6. Expand the bilingual section of the Media Center. 7. Extended Learning Program to impact student performance in Math and ELA	KPI - We believe that giftedness and poverty are two separate measures and should not be related. We know that the gifted students are here and that identification is dependent upon building a successful pipeline. We are seeking to increase the percentage of gifted qualified students Baseline - 4% Target - 5% KPI - Building a supportive community and reaching each and every means supporting those in need outside of the academic realm and engaging students in high-quality education experiences. In this, we intend to reduce the number of students who receive a 2nd instance of OSS. Baseline - 29 students Target - 25 students

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		8. Provide student access to quality core content support and differentiated instruction through various online applications. 9. Provide talent development program during Titan Time to help increase creativity, critical thinking, and collaboration measures.	

Effectiveness 3A:
Results-Based Evaluation System
	In order to respond to the diverse needs of a growing community, we must redesign the Results-Based Evaluation System (RBES). We will accomplish this by redefining the inputs, behaviors, and outcomes that determine the standards for student success.	1. Revise learning walk process to include frequent classroom walk throughs and feedback to teachers.
		2. Align coaching cycles with teacher growth opportunities.
		3. Expand upon data usage to respond to MAP, CFAs, Dibels, and Milestones Predictors
			KPI - Overall improvement of CCRPI Score.
			Baseline -
			2018 - 66.6
			2019 - 79.2
			Target - 79.6
			
			KPI - Staff Survey - Overall improvement on the average response to the following questions:
			  1. There is a consistent vision of school improvement throughout this district
			  2. This district facilitates systems and programs to support school improvement
			  3. District administrators demonstrate commitment to improved student learning
			Baseline - 79%
			Target - 80%

Excellence 4A: Preferred education destination	Being the preferred education destination is not only something that the district is striving for. Rather, Baggett Elementary	1. Further develop and solidify emerging PTA. 2. Expand community partnership through Food/Clothing/Supply Pantry, PBIS program, Family	KPI - Receiving family feedback is critical to understanding their thoughts about our performance. In this, we are looking to increase the Family Participation on the Family Survey. Baseline - 101 families Target - 140 families

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	School is looking to be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers. Despite the fact that we are a newer school, we have a clear and innovative vision and the programs and resources to make the vision a reality.	Center classes, Business Partners. 3. Expand and promote STEAM program through additional arts classes, STEAM resources, Informances, productions, and partnerships. 4. Increase positive communication with parents through teacher phone calls, positive postcards, School Messenger texts.	KPI - Student Satisfaction - Overall average improvement on the following questions on the Student Survey: 1. Adults in this school help me plan and set goals for my future 2. Work I do in this school is useful and interesting to me 3. This school is doing a good job of preparing me to succeed in my life Baseline - 71.3% Target - 72.3%