

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: Cedar Hill ES    Principal: Dr. Jose Dejesus**

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. The 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)
<b>Empathy 1A:</b> Cultural competence	At Cedar Hill, we endeavor to improve the student experience by increasing the cultural competence and proficiency of our organization and individual staff members resulting in improved service delivery, stronger programs, and	<ol style="list-style-type: none"> <li>1. Cedar Hill Elementary will continue to offer professional learning opportunities and parent workshops designed to deepen participants' understanding of cultural competence, restorative practices, and social-emotional learning.</li> <li>2. Cedar Hill Elementary will provide scaffolded SEL lessons for grades K-5 by utilizing the Navigate360: Suite360</li> </ol>	<ol style="list-style-type: none"> <li>1. Cedar Hill ES will show an improvement in the Student ESS survey on the Focus Analysis Question "I am comfortable interacting with people from a different racial or ethnic background." from 56% to 61%</li> <li>2. Cedar Hill ES will show an improvement on the Student ESS survey on the Focus Analysis Question "This school respects the different</li> </ol>

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	<p>enhanced engagement across the full spectrum of our diverse community.</p>	<p>Teacher Sessions to help our students reach their full potential and thrive with evidence-based social-emotional learning (SEL) lessons.</p> <ol style="list-style-type: none"> <li>3. Cedar Hill ES will increase the number of multicultural literature in our classroom libraries that reflect diversity.</li> <li>4. Cedar Hill ES will offer educational interpreters of various languages to assist parents with communication</li> <li>5. Cedar Hill Elementary will continue to involve our mission to help students and families in our efforts to improve our school.</li> </ol> <p><b>Budget Implications:</b> Yes, both general and Title I funds may be used to support this goal.</p> <p><b>Person(s) Responsible:</b> All Cedar Hill Faculty and Staff</p>	<p>cultures represented in our community.” from 70% to 75%.</p> <ol style="list-style-type: none"> <li>3. Cedar Hill ES will show an improvement in the Parent ESS survey Focus Analysis Question: “This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientation.” From 63% to 66%.</li> <li>4. Cedar Hill ES will show an improvement in the Staff ESS survey Focus Analysis Question: “We are providing training to meet the needs of a diverse student population in our school.” From 44% to 47%.</li> </ol>
<p><b>Equity 2A:</b> <b>Multi-tiered system of supports</b></p>	<p>At Cedar Hill Elementary School, we are committed to meeting every student’s needs by implementing a comprehensive framework to fully operationalize a</p>	<ol style="list-style-type: none"> <li>1. Cedar Hill Elementary will establish an MTSS Team that will meet three times a year to analyze data.</li> <li>2. Cedar Hill Elementary will establish an RTI Team meeting monthly to discuss students with Tier 2 and Tier 3 educational needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cedar Hill ES will have a 95% participation rate on the MTSS Screening of Academics</li> <li>2. Cedar Hill ES will have a 95% participation rate on the MTSS Screening of the Screening of Wellbeing.</li> </ol>

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	<p>multi-tiered system of supports designed to address academic and non-academic student needs and remove barriers to success.</p>	<ol style="list-style-type: none"> <li>1. Cedar Hill Elementary will continue to conduct Student Talks – where teachers meet monthly to discuss the growth and needs of students.</li> <li>2. Cedar Hill Elementary will offer Extended Learning Time (ELT) to support students academically.</li> <li>3. Cedar Hill Elementary School is committed to implementing restorative Practices to ensure students have the opportunity to feel valued and respected.</li> </ol> <p><b>Budget Implications:</b> Yes, both general and Title I funds may be used to support this goal.</p> <p><b>Person(s) Responsible:</b>  <b>All Staff</b>  <b>MTSS Team</b>  <b>PBIS Committee</b></p>	<ol style="list-style-type: none"> <li>3. Cedar Hill Elementary will show an improvement on the Georgia Milestones Assessment (GMAS) by increasing from 60% to 65% of the number of students reading on grade level in grades 3-5.</li> <li>4. Cedar Hill Elementary will show an improvement on the Georgia Milestones Assessment (GMAS) in ELA by from 19.6% to 24% of the number of Hispanic students scoring in the proficient and distinguished levels in grades 3-5.</li> <li>5. Cedar Hill Elementary will show an improvement on the student ESS Survey Focus Analysis Question: “I enjoy coming to school.” From 31% (2022) to 36% (2023)</li> <li>6. Cedar Hill Elementary will provide teachers and staff professional development in Restorative Practices.</li> </ol>
<p><b>Equity 2B:</b>  <b>Opportunity and access</b></p>	<p>At Cedar Hill, we are committed to providing students with opportunities to engage in and access high-quality, rigorous, and culturally relevant</p>	<ol style="list-style-type: none"> <li>1. Cedar Hill Elementary will offer advanced content reading and math classes to identified students in grades 2-5</li> <li>2. Cedar Hill Elementary School will continue implementing a master schedule conducive to providing</li> </ol>	<ol style="list-style-type: none"> <li>1. Cedar Hill Elementary will show an improvement in the number of students in advanced content classes from 11% to 13%</li> <li>2. Cedar Hill elementary will have 100% of students in grades 3-5 assigned a district device.</li> </ol>

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	<p>curriculum and advanced coursework.</p>	<p>students with a high-quality, rigorous, culturally relevant curriculum and advanced coursework.</p> <ol style="list-style-type: none"> <li>3. Cedar Hill Elementary will Pilot the EL Education Reading program in grades K-2 and Reveal Math® in grades 3-5.</li> <li>4. Cedar Hill Elementary will Offer K-5 Computer Science Specials</li> <li>5. Cedar Hill Elementary is committed to ensuring students have access to technology. Students in grades k-5 will participate in a one-to-one technology transformation to foster student engagement and interactive learning.</li> <li>6. Cedar Hill Elementary will Select 4th and 5<sup>th</sup>-grade students to participate in the FIRST LEGO League Robotics Club</li> <li>7. Cedar Hill Elementary will offer ELT as enrichment for students</li> <li>8. Cedar Hill Elementary will Provide a collaborative classroom where students work together in a collaborative setting.</li> </ol> <p><b>Budget Implications:</b> Yes, both general and Title I funds may be used to support this goal.</p> <p><b>Person(s) Responsible:</b> Cedar Hill Elementary Faculty and Staff</p>	<ol style="list-style-type: none"> <li>3. Cedar Hill Elementary School will show an improvement in the Student ESS Survey on the question “The school is doing a good job of preparing me to succeed in my life.” from 60% (2022) to 63% (2023).</li> </ol>
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<p><b>Effectiveness 3A:</b> Results-Based Evaluation System</p>	<p>Teachers at Cedar Hill Elementary will continue to have input on the goals related to their students. RBES goals will be related to SEL and Academic Outcomes.</p>	<ol style="list-style-type: none"> <li>1. Cedar Hill Elementary will offer Peer observations to enhance classroom instruction</li> <li>2. Cedar Hill Elementary will offer a coordinated process of collaboration meetings and will continue to be refined in the coming year.</li> <li>3. Cedar Hill Elementary will offer Quarterly planning to analyze student data and plan</li> <li>4. Cedar Hill Elementary will continue to monitor the goals on the LSPI and adjust as necessary.</li> <li>5. Cedar Hill Elementary will continue to promote and implement district academic initiatives.</li> <li>6. Cedar Hill Elementary will continue monitoring student performance goals related to academics and analyze the data via data walks and talks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cedar Hill Elementary will show an improvement on the Georgia Milestones Assessment (GMAS) in ELA. <ul style="list-style-type: none"> <li><b>Grade 3 GMAS:</b> ELA improvement from 33% (proficient &amp; distinguished to 38%</li> <li><b>Grade 4 GMAS:</b> ELA improvement from 25% (proficient &amp; distinguished to 30%</li> <li><b>Grade 5 GMAS:</b> ELA improvement from 36% (proficient &amp; distinguished to 42%</li> </ul> </li> <li>2. Cedar Hill Elementary will show an improvement on the Georgia Milestones Assessment (GMAS) in Math. <ul style="list-style-type: none"> <li><b>Grade 3 GMAS:</b> Math improvement from 42% (proficient &amp; distinguished to 47%</li> <li><b>Grade 4 GMAS:</b> Math improvement from 38% (proficient &amp; distinguished to</li> <li><b>Grade 5 GMAS:</b> Math improvement from 28% (proficient &amp; distinguished to 33%</li> </ul> </li> <li>3. Cedar Hill Elementary School will show an improvement in the Student ESS</li> </ol>
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			<p>Survey on the question “Adults in this school help me plan and set goals for my future.” From 42% to 45%.</p> <p>4. Cedar Hill Elementary School will show an improvement in the Student ESS Survey on the question “My teacher(s) help me learn in more ways than the teacher just talking in front of the class.” From 55% to 58%.</p>
<p><b>Excellence 4B:</b> Post-secondary and workforce readiness</p>	<p>At Cedar Hill Elementary School, we will strive to prepare every student for success in Middle school and beyond toward post-secondary or workforce readiness.</p>	<ol style="list-style-type: none"> <li>1. Create a master schedule to include a 45–50-minute intervention block to help improve the MTSS system.</li> <li>2. Provide grade level, remedial, and enrichment interventions to allow all students equitable access to improvement.</li> <li>3. Provide students with computer Science/Stem and Technology Specials courses.</li> <li>4. Students will be exposed to a Social-Emotional Research-based curriculum.</li> </ol> <p><b>Budget Implications:</b> Yes, both general and Title I funds may be used to support this goal.</p> <p><b>Person(s) Responsible:</b> Cedar Hill Elementary Faculty and Staff</p>	<ol style="list-style-type: none"> <li>1. Cedar Hill Elementary will show an improvement on the Georgia Milestones Assessment (GMAS) in Reading from 39% to 44% of the number of 5th-grade students scoring on or above grade reading levels.</li> <li>2. Cedar Hill Elementary School will show an improvement in the Family ESS Survey on the question “The schoolwork my student is assigned is relevant to their future success.” From 50% to 53%.</li> <li>3. Cedar Hill ES will show an improvement in the Staff ESS survey Focus Analysis Question: “We reflect upon our instructional practices to inform our conversations about improvement.” From 37% to 40%.</li> <li>4. Cedar Hill Elementary School will show an improvement in the Student ESS Survey Focus Analysis Question “My teacher(s) provide lessons and</li> </ol>

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			activities that challenge me to learn.” From 47% to 50%.
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