2022-2023 Local School Plan for Improvement (LSPI)

School: Chesney ES   Cluster Superintendent: Dr. Pam J. Williams

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	Belonging is a fundamental human need. Researchers describe belonging as, "a major factor that contributes positively to an individual's psychological development." Beyond its implications for mental health, belonging plays a specific role in education. Research shows that belonging positively affects engagement, behavior, safety, and academic performance. Based upon an analysis of Chesney Elementary School Educational Effectiveness Survey results, a need for school improvement actions exists for students to feel a sense of belonging, to feel safe, and to feel supported throughout the school community.	**Supportive Community:** Implement the following school wide: - PBIS - SEL Lessons Weekly - Morning Meetings - Mindful Mondays - Friday Affirmations - Calm Down Corner and/or Chill Zones - Zones of Regulation Lessons - Amygdala Groups - Trauma Sensitive School Practices	**EES Survey: Student** Percent increase on Educational Effectiveness Survey in the Social Support areas of: - I enjoy coming to school. (Baseline 68% Target: 69%) - I feel safe at this school. (Baseline 70% Target: 71%) - Adults in this school help me plan and set goals for my future. (Baseline 71% Target: 72%)

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		● Community and Family Events ● CES Clubs (Girls on the Run, Robotics, Sparkettes, Gardening, Sports Club, Coding, Readers Rally, Game Club, Chorus)	
Equity 2A: Multi-tiered system of supports	A multi-tiered system of supports (MTSS) is a proactive and preventative framework that allows us to integrate data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. such a multi-tiered system affords CES a strategic pathway to address and reduce educational inequities, providing each and every student and staff members with targeted supports and enrichment that increase opportunities to succeed. During the 2021-2022 school year, more than 20% of Chesney Elementary School students demonstrated a school wide need for intervention support.	**Academic Press Action Steps** Commit to the execution of the following: ● Administer iReady, a universal screener to examine the academic needs of each and every student.. ● Teach the academic standards and respond to student needs using high-yielding instructional strategies, small group instruction, formative assessments, and progress monitoring. ● Offer daily Reading and Math interventions and extensions during Instructional Focus (AKS/CQI) Time. ● Use Imagine Learning for English Language Learners and Students with Disabilities as an intense literacy support. **Supportive Community Action Steps:** Commit to the execution of the following: ● Use PBIS, Morning Meetings, HOTED Attendance Campaign,	**iReady Universal Screener** MTSS Screening: Academic (Baseline: TBD Target: 95%) **EES Survey: Student** MTSS Screening: Well-being (Baseline: TBD Target: 95%) **Georgia Milestones Assessments** Percentage of 3rd Students receiving Free Meals Reading Below Grade Level on GA Milestones (Baseline: 32.8% Target: 31.8%) **Georgia Milestones Assessments** Percentage of Student Improvement (Beginning Level) on GA Milestones (Baseline: 33.7% Target: 32.7%) **ACCESS** English Learner (EL) Progress Toward Language Proficiency-CCRPI (Baseline: 81% Target: 80%)

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		SEL Lessons and Counseling Groups, Amygdala Groups, Clubs, and Restorative Room to promote relationships and well-being schoolwide.	
Equity 2B: Opportunity and access	At Chesney Elementary School, we are confronted with students entering the classroom who are further behind their grade level peers than they would typically be due to limited educational opportunity, access, and readiness. Expanding opportunities and access to each and every student at CES would not only expose all students to high-quality curriculum that reflects grade level expectations but also increases pathways for all students to demonstrate eligibility for gifted programming. During the 2021-22 school year, less than 10% of CES enrollment were served via the gifted program. In addition, based upon an analysis of the Chesney Elementary School Educational Effectiveness System results, a need for improvement action exists for students to have access to rigorous courses and support, academically challenging instruction inclusive of interest-rich learning experiences.	**Academic Press Action Steps:** Commit to the execution of the following: ● Administer iReady, a universal screener to each and every student three times per year. ● Analyze and use iReady data to identify academic and non-academic strengths of students who demonstrate a profile of the gifted and talented. ● Provide Accelerated Mathematics to Fifth Grade Students who demonstrate an academic strength in mathematics. ● Offer a "Thinking Skills" enrichment course that yields access to rigorous instruction, support, and challenging learning experiences. ● Provide and engage Kindergarten through Fifth grade students in rigorous STEM Problem and Project Based learning, Coding,	**CogAT** Increase the Number of Gifted and Talented Representation from underrepresented student racial and ethnic groups Hispanic Baseline 2021-22: 38% Hispanic Target 2022-23: 41% **EES Survey: Student** Percent increase on Educational Effectiveness Survey in 3 of the High Standards and Expectation Categories: ● Access to rigorous courses (Baseline 63% Target: 64%) ● Provide lessons that challenges student to learn (Baseline 76% Target: 77%) ● Help students learn by challenging them with interesting activities in class (Baseline 73% Target: 74%)

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		Robotics, Computer Science, and Enrichment Math. opportunities.	
Effectiveness 3A: Results-Based Evaluation System	In Gwinnett County Public Schools, the Results-Based Evaluation System promotes continuous quality improvement by identifying the overall strengths and areas of improvements. RBES also reflects school wide expectations for both the academic press and supportive community. In addition, the RBES acts as a catalyst for school improvement, a tool for school wide academic gap closures, a vehicle for monitoring progress toward annual goals and as a system of accountability. Based upon the end of year student performance assessment data, a need for improvement actions exist to support and increase student achievement.	**Academic Press Action Steps:** ● Employ the Chesney Elementary School Instructional Framework which begins with the Academic Knowledge and Skills (AKS), is cemented in responsive teaching. ● Enact the Chesney Elementary School Collaborative Framework where Collaborative Learning Teams (CLTs) journey through the Plan, Do, Check, Act Cycle. ● Provide Reading and Math interventions via small group instruction as well as personalized pathway of instruction via iReady, Amplify, and LLI. ● Conduct weekly Learning Walks to monitor the overall effectiveness of Chesney Elementary School.	**GCPS Milestones Benchmarks** Percent of students improving on district benchmark assessments between 1st and 2nd semester (Target: 100%) **Georgia Milestones Assessments** Percentage of 3rd Students receiving Free Meals Reading Below Grade Level on GA Milestones (Baseline: 32.8% Target: 31.8%) **Georgia Milestones Assessments** Percentage of Student Improvement (Beginning Level) on GA Milestones (Baseline: 33.7% Target: 32.7%)
Excellence 4C: World-class communications and engagement	Good two-way communication between families and schools is necessary for your students' success. Not surprisingly, research shows that the more schools and parents schools share relevant information with each other about a student, the better equipped both will be to help that	**Supportive Community Action Steps:** Commit to the execution of the following: ● Employ two-way communication between school and families using ClassDojo, CES Website,	**EES Survey: Parents** Percent increase on Educational Effectiveness Survey in the Parent and Community Involvement: ● Parents/families have input

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	student achieve academically. Chesney Elementary is highly diverse and is a school where more than 29 different languages are spoken. As a result of such great diversity among our CES families, it is not effective to rely on a single method of communication to reach all homes with a given message. It is essential that a variety of strategies are adapted to the needs of each and every CES family and be incorporated into the school's overall two-way communication plan, especially when it comes to parents having opportunities to provide input into school improvement. Based upon an analysis of Chesney Elementary School Educational Effectiveness Survey results, a need for school improvement actions exists for parents and families to render input in the school's improvement plan.	School Messenger, and Constant Contact. ● Engage families via Principal Town Hall meeting, Title I Parent Engagement meetings, and Parent-Teacher Conferences. ● Elevate student voice via Chesney ES Student Council, Ambassadors, and local school student surveys. ● Host CES School Council and PTA meetings and use both as opportunities to solicit additional feedback and input for school improvement actions.	into plans for improving this school (Baseline: 87% Target; 88%)