

2022-2023 Local School Plan for Improvement (LSPI)

School: Graves Elementary Principal: Monica Ball

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	Graves ES will provide learning opportunities for students and staff to ensure students are mentally and emotionally healthy to learn by utilizing data to respond to specific student needs.	Staff <ol style="list-style-type: none"> 1. Staff SEL Training of lessons and resources 2. New SEL Committee created 3. Staff Wellness Room will be established 4. Wellness Wall – to include take one/give one positive affirmation display 5. Staff recognition – Staff Shout Outs completed by colleagues 6. View staff and student results of survey and 	Staff wellbeing – ESS Survey <ul style="list-style-type: none"> ● I receive training on instruction to support social emotional learning. Baseline SY 21-22: 57% Target Goal SY 22-23: 60% ● I incorporate social emotional instruction into my daily instructional delivery. Baseline SY 21-22: 73% Target Goal SY 22-23: 76%

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		<p>determine next steps for interventions</p> <ol style="list-style-type: none"> 7. Implementation of PBIS expectations throughout the school with guidance provided by the PBIS Committee 8. Utilize district supports to address student and staff well-being 9. Create a calm down area for students in the classrooms 10. Teachers earning PBIS bucks and spending them in the PBIS Teacher store 11. Hiring of a PBIS Coach to support counselors, MTSS, and PBIS <p>Students</p> <ol style="list-style-type: none"> 1. Daily scheduled SEL time (K-5) 2. Wellness Wednesday – positive affirmations for students on the morning/afternoon announcements 3. SEL Kickoff for parents 4. Small group lessons conducted by counselors or PBIS Coach for selected students (ex. trauma, 	<ul style="list-style-type: none"> ● Students are encouraged to self-reflect and track progress toward goals. <p>Baseline SY 21-22: 63% Target Goal SY 22-23: 66%</p> <p>Student wellbeing - ESS Survey</p> <ul style="list-style-type: none"> ● I enjoy coming to this school. <p>Baseline: 70% Target: 73%</p> <ul style="list-style-type: none"> ● I feel safe at school. <p>Baseline SY 21-22: 74% Target SY 22-23: 77%</p>
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		<p>behaviors, attendance, etc.)</p> <ol style="list-style-type: none"> 5. Become a member of Katie's Club facilitated by counselor(s) 6. Share 3-5 student survey results with students to gather student input about students and/or staff from their perspectives 7. Continuous ongoing review of PBIS expectations during class meetings 8. Participating in earning Mustang Bucks and spending them in the PBIS store 9. Participate in brain break activities 	<ul style="list-style-type: none"> ● Reduce the student chronic absenteeism rate by 10% <p>Baseline SY 21-22: 75 students Target SY 22-23: 67 students</p>
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Graves ES will implement a comprehensive framework to maximize student achievement to address support for academic and non-academic student needs to remove barriers to success.</p>	<ol style="list-style-type: none"> 1. Creation of a district local school MTSS Team 2. Training for MTSS team members to devise a cohesive local school plan to share with the staff 3. Hire MTSS Coordinator 4. Utilize data to identify strengths and areas of growth for academic and non-academic student needs 5. Formalize RTI process 	<ul style="list-style-type: none"> ● Percentage of K-5 students participating in MTSS Screening (Academic): Baseline SY 22-23: 95% Target SY 22-23: 95% ● Percentage of grades 3-5 students participating in MTSS Screening (Wellness): Baseline SY 22-23: 95% Target SY 22-23: 95% ● PBIS Implementation Status

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		<ol style="list-style-type: none"> 6. Identify additional community partnerships and external service providers 7. Involve Parent Center Coordinator and counselors with providing academic and non-academic workshops 8. Continue academic tutoring and ELT programs 9. Create enrichment programs for high achievers 10. Ongoing professional learning opportunities at the local and district level 	<p>Baseline SY 22-23: Operational Target SY 22-23: Operational</p> <ul style="list-style-type: none"> ● Percentage of students reading below grade level on the Georgia Milestones: <ul style="list-style-type: none"> Grade 3: Baseline SY 21-22: 53% Target Goal SY 22-23: 48% Grade 4: Baseline SY 21-22: 52% Target Goal SY 22;23: 47% Grade 5: Baseline SY 21-22: 41% Target Goal SY 22-23: 36% ● Percentage of students scoring in the Beginning level on the Georgia Milestones: <ul style="list-style-type: none"> Grade 3: Baseline SY 21-22: 59% Target Goal SY 22-23: 54% Grade 4: Baseline SY 21-22: 43% Target Goal SY 22-23: 38% Grade 5: Baseline SY 21-22: 39% Target Goal SY 22-23: 34% ● English Learner Exit Rate <ul style="list-style-type: none"> Baseline SY 2021-22: 29 students Target Goal SY 2022-23: 35 students
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<p>Equity 2B: Opportunity and access</p>	<p>Graves ES will expand opportunities to engage and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework, and enrichment activities.</p>	<ol style="list-style-type: none"> 1. Increase number of ESOL endorsed classroom teachers 2. Create Strategic ESOL Plan for Year 2 for staff members to include EL professional learning 3. Use designated in school time for intervention and enrichment options 4. Increase EIP personnel to support students 5. Increase the number of students identified as Gifted & Talented 6. Based on the type of feedback needed, select students to provide input by informing staff members of how we can collect information (ex. grade level, Student Council, individual students, etc.) 7. Discuss type of enrichment activities students are interested in participating in at the local school via survey 8. Create partnerships with external stakeholders (ex. Comcast, Viewpoint, Building Babies Brain, and Graves Community Foundation) for access to 	<ul style="list-style-type: none"> ● Increase participation for identification of Gifted and Talented students: Baseline SY 2021-22: 4% - 38 students Target Goal: SY 22-23: 5% - 46 students ● Decrease the number of students who receive ISS or OSS referrals: Baseline SY 2021-22: 52 incidents Target Goal: SY 2022-23: 42 incidents <p>Group Information</p> <p>Baseline SY 2021-22: Hispanic – 26 students Target Goal SY 2022-23: 21 students</p> <p>Baseline SY 2022-23: Black – 8 students Target Goal SY 2022-23: 6 students</p> <p>Baseline SY 2022-23: Special Ed – 8 students Target Goal SY 2022-23: 6 students</p>
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		<p>internet, therapeutic services, reading for young readers, and community supports</p> <ol style="list-style-type: none"> 9. Expand Early Learning classes for the community 10. Decrease the number of discipline referrals from the previous school year 11. Participation in K-5 Career Fair 	
<p>Effectiveness 3A: Results-Based Evaluation System</p>		<ol style="list-style-type: none"> 1. Change format of internal Profile Sheet to record new screener info (Pre, Mid, Post) 2. Indicate how many students are Below, On, and Above Grade Level which will be included on the summary information by class and by grade level 3. Share what interventions will be used based on screener results for designated CQI time 4. Record the frequency of how the students are being monitored for intervention and/or enrichment growth 	<ul style="list-style-type: none"> ● Improvement Progress – Benchmark Assessments Baseline SY 2022-23: TBD Target Goal SY 2022-23: TBD ● Percentage of students performing at the Proficient/Distinguished levels, in ELA, on the Georgia Milestones: Grade 3: Baseline SY 21-22: 20% Target Goal SY 22-23: 30% Grade 4: Baseline SY 21-22: 27% Target Goal SY 22-23: 37% Grade 5: Baseline SY 21-22: 36% Target Goal SY 22-23: 40% ● Our staff believes that all students can meet state standards (ESS Staff Survey):

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		<ol style="list-style-type: none">5. Be specific when developing a Professional Learning Goal (PLG) and align it to the local school's LSPI goal(s) for certified staff6. Record how many visits are made weekly to classrooms7. Identify staff needs for a coaching cycle8. Understanding more about the Milestones Benchmarks to compare data and prepare for adjustments to the current intervention9. Celebrate growth student, class, and teacher growth10. Establish the importance of student goal setting11. Align Collaborative Learning Team (CLT) meeting planning12. Conduct ongoing Data Talks to analyze student academic strengths and deficits13. Monitoring and utilizing intervention data by looking at student group results	<p>Baseline SY 2021-22: 56% Target Goal SY 22-23: 59%</p> <ul style="list-style-type: none">• My colleagues welcome new ideas and change (ESS Staff Survey): <p>Baseline SY 2021-22: 27% Target Goal SY 22-23: 30%</p>
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<p>Excellence 4C: World-class communications and engagement</p>	<p>Graves ES will prioritize increasing communication skills and community engagement, for all stakeholders, to ensure equitable access to the services provided at the local school and at the district level.</p>	<ol style="list-style-type: none"> 1. Provide accessible access to bilingual staff members and translation software 2. Create a welcoming environment when communicating in person and/or over the phone 3. Keep school website, marquee, and school messages up to date 4. Change the name of Curriculum Night to Back to School Night to heighten community interest 5. Schedule a minimum of two Town Hall meetings with the parents (ex. one per semester) 6. Create a school newsletter to be sent out three times a year 7. Continue to leverage the communication channels that are effective (School Messenger, Class Dojo, etc.) 8. Use Parent Survey results to regarding effective means of communication 9. Increase school events which involve highly engaging activities 10. Discuss adding a parent component for parents to 	<ul style="list-style-type: none"> • Increase number of families participating in the ESS survey: Baseline SY 2021-22: 80 families • Target Goal SY 2022-23: 100 families • Student placement in advanced classes is not influenced by race, gender, or socioeconomic levels (ESS survey): Baseline SY 2021-22: 73% Target Goal SY 2022-23: 76%
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		<p>earn Mustang bucks to increase participation which supports PBIS</p> <ol style="list-style-type: none">11. Gather feedback from Local School Council to receive feedback beyond perception surveys12. Create a formal process for external stakeholders to provide feedback or a process to review the feedback.13. Create an advisory group for students (ex. Student Council, individual students, and our grade level students)	
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