

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

**School: Radloff Middle School**

**Principal: Jennifer Callahan**

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)
<b>Empathy 1B:</b> Staff and student wellbeing	Based on Radloff students' completion of the Educator Effectiveness (EES) Survey survey, there is room for improvement in the areas of students feeling safe and enjoying coming to school. Prior student attendance indicates that there is a need to focus on student wellbeing within the	<ol style="list-style-type: none"> <li>1. Thursday "2 by 2's"(Lighthouse Keepers write 2 lighthouse appreciation cards and 2 positive behavior referrals for students each Thursday).</li> <li>2. "1 by 3"--for every one period teacher will give 3 opportunities for students to earn</li> </ol>	<p><b>Student Wellbeing (Student Survey)</b> - Percent of students responding positively to the following student wellbeing EES Student Survey items (weighted average):</p> <p>(1) I feel safe at this school <b>BASELINE: 49.2%</b> <b>TARGET: 51.2%</b></p> <p>(2) I enjoy coming to this school <b>BASELINE: 42.1%</b> <b>TARGET: 44.1%</b></p> <p><b>Student Wellbeing (Chronic Absenteeism)</b> - Percent of students chronically absent. Calculated as number of students missing 10% or more of enrolled days divided by the total number of enrolled students who were enrolled at least 30 days.</p>

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	<p>local school. Based on the staff EES survey, there is room for improvement in the areas of conflict resolution and support that leads to professional growth.</p>	<p>Positive Behavioral Intervention System (PBIS) stamps.</p> <p>3. During each faculty meeting, staff will participate in small group huddles in order to pause and connect as a community.</p> <p>4. Schoolwide Morning Meetings (modeled with staff during pre-planning).</p> <p>5. Grade level Social and Emotional Learning (SEL) rooms to allow space for students and staff to decompress.</p> <p>6. First 20 Days of School (Morning Meeting/Adviseme</p>	<p><b>BASELINE: 16.4% (at-risk attendance)</b>  <b>TARGET: 14.4% (at-risk attendance)</b></p> <p><b>Staff Support (Staff Survey)</b> - Percent of staff responding positively to the following staff support EES Staff Survey items (weighted average):</p> <p>(1) When there is a problem in my school, we talk about how to solve it  <b>BASELINE: 52%</b>  <b>TARGET: 54%</b></p> <p>(2) My principal facilitates systems/processes to support school improvement  <b>BASELINE: 68%</b>  <b>TARGET: 70%</b></p> <p>(3) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)  <b>BASELINE: 58%</b>  <b>TARGET: 60%</b></p>
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nt lessons).  
intentional time to  
build community.

7. Continue teacher shout-outs on morning announcements.
8. Continue staff rewards to promote culture keeper actions.
9. PBIS Passports for each student to collect and reward with PBIS stamps.
10. PBIS & Social and Emotional Learning (SEL) systems in place with the goal to increase student belonging, positive student interactions and sense of staff and student safety.

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		<ol style="list-style-type: none"> <li>11. Intentional inclusion of student voice through Principal Student Advisory Council (PSAC).</li> <li>12. Weekly Building Leadership Team (BLT) meeting to hear from all support staff (ie custodial, counseling, SNP program, technology, Title I, safety, ect...).</li> </ol>	
<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>Previous student achievement data indicates that a tiered system of support is warranted to better meet Radloff students' learning needs. We are currently an operational Positive Behavior Intervention &amp; Supports (PBIS) school and wish to</p>	<ol style="list-style-type: none"> <li>1. iReady diagnostic to support students' tier placement.</li> <li>2. Academic intervention system during extended learning time.</li> <li>3. Additional language</li> </ol>	<p><b>Positive Behavior Intervention &amp; Supports (PBIS)</b> <b>Designation</b> <b>BASELINE: operational</b> <b>TARGET: operational</b></p> <p><b>Student Improvement – % Beginning on Milestones</b> % of all Milestones tests in which students scored at Beginning level, lowest performance level <b>BASELINE: 23.0%</b> <b>TARGET: 22.0%</b></p>

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	<p>increase the efficiency and fidelity of implementation at the operational level.</p>	<p>acquisition classes to support English Language (EL) students.</p> <p>4. Imagine Learning funded by Title I to support multilingual learners in strengthening the English language.</p> <p>5. Additional ESOL certified staff to reduce class size and provide additional language support.</p> <p>6. Employ a Parent Instructional Coordinator to build parent capacity.</p> <p>7. Title I EL Night and other parent workshops to enhance student and parent</p>	<p><b>English Learner (EL) Progress Towards Language Proficiency - CCRPI</b>            English Learner progress towards English language proficiency.</p> <p>Based on EL students’ growth on the ACCESS test and calculated by the GaDOE for the CCRPI as a “rate” that rewards more credit for greater amounts of student progress. According to GaDOE, EL students making no progress towards proficiency earn 0 points; those making progress but not moving one band earn 0.5 points; those moving one band earn 1 point; and those moving more than one band earn 1.5 points. Possible overall rate ranges from 0-100. The reported overall value for the district is a weighted average of the Elementary, Middle, and High school districts results published by the GaDOE for GCPS, using October FTE K-12 GCPS enrollment by level as weights.</p> <p><b>BASELINE: 48.67</b>  <b>TARGET: 50.17</b></p> <p><b>EL - Exit Rate</b>            Based on GaDOE’s standardized statewide EL Exit Procedures Percentage of English Learners who attained English language proficiency. Calculated as the number of English Learners who attained English language proficiency divided by the total number of English Learners reported in the student record.</p> <p><b>BASELINE: 19.6%</b>  <b>TARGET: 20.1%</b></p>
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		<p>engagement and language acquisition capacity.</p> <p>8. Job-embedded professional learning for EL learners' instructional scaffolding.</p> <p>9. Title I funded Multi-tier Systems of Support (MTSS) Coordinator, PBIS Coach, SEL Lead Teacher, social worker and additional counselor.</p> <p>10. Frequent and pervasive use of Positive Behavior Referrals.</p> <p>11. Intentional Planning, Collaboration and Monitoring of</p>	
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Instruction.

12. Focus on embedding differentiated small groups into instructional framework.
13. Weekend and after school Extended Learning Time programs funded by Title I.
14. Transportation to support students with accessing before and after school Extended Learning Time (ELT) programs.
15. Multi-tier Systems of Support (MTSS) collaboration to support students at a variety of levels and in a variety of domains including academics,

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		<p>behavioral and emotional.</p> <p>16. Creating of MTSS collaborative team to intentionally plan, collaborate and monitor MTSS process (Title I funded collaboration).</p>	
<p><b>Equity 2B:</b> Opportunity and access</p>	<p>Based on 2021 discipline data, male, black, and white student groups were overrepresented in ISS or OSS compared to those groups' percent of total student population, with 2 student groups being over the disproportionality index.</p> <p>Based on 2021 Gifted program enrollment, three student groups are underrepresented - female, Hispanic,</p>	<ol style="list-style-type: none"> <li>1. Train staff on Restorative Practices and increase use of restorative practices across campus.</li> <li>2. Explicit teaching and shared modeling of behaviors that exemplify respect, responsibility and readiness.</li> </ol>	<p><b>Gifted &amp; Talented Representation</b> – number of student racial/ethnic groups under-represented in Gifted &amp; Talented programs  <b>Baseline: 8% (N=106)</b>  <b>Target: 10%</b></p> <p>Number of student racial/ethnic groups that are underrepresented in Gifted/talented services based on the Gifted/Talented Disproportionality Index. G/T Disproportionality index = G/T representation divided by School representation.</p> <p>As defined by Smith &amp; Harper (2015), a student group is underrepresented when the disproportionality index is less than or equal to 0.8.</p> <p><u>2021 Gifted Program Enrollment:</u>  Male - 55.2% Gifted   52.1% total  Female - 44.8% Gifted   47.9% total = 0.94  Hispanic - 61.9% Gifted   68.2% total = 0.91</p>



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	<p>black. The disproportionality index of each underrepresented group is over 0.8.</p>	<p>3. Increase use of instructional resources to support teaching social and emotional learning (SEL) practices.</p> <ul style="list-style-type: none"> <li>○ Navigate 360</li> <li>○ Morning Huddles</li> <li>○ SEL literacy books</li> </ul> <p>4. Through Advisement and throughout classroom instruction, increase SEL and opportunities for students to connect.</p> <p>5. Place student motivational speakers in front of students to connect and provide meaningful stories through their lived</p>	<p>Black - 20.2% Gifted   24.1% total = 0.84          White - 3.0% Gifted   1.7% total          Multiracial - 3.0% Gifted   2.1% total          Asian - 11.9% Gifted   3.7% total</p> <p><b>BASELINE: 0 student groups underrepresented by disproportionality index</b>  <b>TARGET: 0 student groups underrepresented by disproportionality index</b></p> <p><b>Discipline Disproportionality</b> - Number of All Student Groups Overrepresented in ISS and OSS.</p> <p>Discipline disproportionality index = Discipline representation divided by school representation</p> <p>As defined by Smith &amp; Harper (2015), a student group is overrepresented when the disproportionality index is greater than or equal to 1.2.</p> <p><u>2021 Discipline Data:</u>  <b>Male - 77.6% disciplined   53.6% total = 1.4</b>          Female - 22.4% discipline   46.4% total          Hispanic - 70.7% disciplined   70.9% total          Black - 22.4% disciplined   21.6% total = 1.04  <b>White - 4.3% disciplined   2.0% total = 2.15</b>          Multiracial - 1.7% disciplined   1.9% total          Asian - 0.9% disciplined   3.4% total          Multi-lingual - 57.8% disciplined   68.1% total          Free/Reduced - 89.7% disciplined   88.5% total</p>
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		<p>experiences to students.</p> <p>6. Increase access to culturally relevant materials to better connect to our student's background knowledge.</p> <p>Process for gifted identification</p> <p>8. Use of universal screener to identify more gifted students.</p>	<p>SWD - 81.0% disciplined   85.1% total</p> <p><b>BASELINE:</b> 2 student groups overrepresented in ISS and OSS by disproportionality index</p> <p><b>TARGET:</b> 1 student group overrepresented in ISS and OSS by disproportionality index</p>
<p><b>Effectiveness 3A:</b> Results-Based Evaluation System</p>	<p>Prior year's student achievement data in terms of Georgia Milestones, indicates room for growth.</p>	<ol style="list-style-type: none"> <li>1. Intentional planning for small group differentiated instruction.</li> <li>2. MA/LA individualized RBES goal for</li> </ol>	<p><b>Improvement Progress (Benchmarks Assessments)</b></p> <p>Percent of students improving on district benchmark assessments between 1st and 2nd semester. Calculated as the number of students with a higher scale score in 2nd semester or maintaining an optimal scale score performance level (threshold TBD) divided by the total number of students with scores at both time points.</p> <p><b>GROWTH PERCENTAGE: 2.5%</b></p>

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		<p>each and every student connected to previous GMAS scores.</p> <p>3. Continue Peer Observations (4 times annually–September, November, January, March).</p> <p>4. LSPI instructional walks (1 X 8) Every week, administrators will complete instructional walks at minimum of 8 classes each week using walkthrough form</p> <p>5. Continue LSPI quarterly staff reflection surveys.</p>	<p><b>ACCESS Composite Cohort Growth (Class of 2029)</b>  <b>Baseline: SY 2021-22 Composite Average =3.1</b>  <b>Target: SY 2022-23 Composite Average =3.3</b></p>
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		<ol style="list-style-type: none"> <li>6. Formalize student goal setting processes for CFAs and CSAs.             <ul style="list-style-type: none"> <li>o Add component of wellness check-ins.</li> </ul> </li> <li>7. Student-led conferences.</li> <li>8. Collaborative Planning for curriculum teams to plan for small group instruction funded by Title I.</li> </ol>	
<p><b>Excellence 4A:</b> Preferred education destination</p>	<p>There is a need to continue school wide efforts to develop a community of learners who value respect, responsibility and readiness based on Radloff students' completion of EES survey.</p>	<ol style="list-style-type: none"> <li>1. Parent English language Courses.</li> <li>2. Structural and technology improvements to the parent center.</li> <li>3. Coffee with Callahan Chats to connect with</li> </ol>	<p><b>Family Satisfaction – Family Survey</b> Percent of families responding positively to the following family satisfaction EES Family Survey items (weighted average): (1) The principal of this school is committed to quality education <b>BASELINE:</b> 88% <b>TARGET:</b> 90% (2) I believe adults in this school care about my student <b>BASELINE:</b> 81% <b>TARGET:</b> 83%</p>

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	<p>There is a need for increased two-way communication with stakeholders based on Radloff parents' completion of EES survey.</p>	<p>parents, staff, students and community simultaneously.</p> <p>4. Title I Events: Literacy Night, STEM (Math/Science/Engineering) Night, ESOL Night, International Night.</p> <p>5. Parent liaison to facilitate parent workshops on academic press and supportive learning community.</p> <p>6. Morning Huddles.</p> <p>7. Radloff Pride Advisement.</p>	<p>(3) Parents/families and employees at this school talk respectfully with one another  <b>BASELINE:</b> 88.9%  <b>TARGET:</b> 91.9%</p> <p>(4) This school is doing a good job of preparing my student for a successful future  <b>BASELINE:</b> 81%  <b>TARGET:</b> 83%</p> <p><b>Student Satisfaction –Student Survey</b>  Percent of students responding positively to the following student satisfaction EES Student Survey items (weighted average):</p> <p>(1) Adults in this school help me plan and set goals for my future  <b>BASELINE:</b> 51%  <b>TARGET:</b> 53%</p> <p>(2) Work I do in this school is useful and interesting to me  <b>BASELINE:</b> 51%  <b>TARGET:</b> 53%</p> <p>(3) This school is doing a good job of preparing me to succeed in my life  <b>BASELINE:</b> 57%  <b>TARGET:</b> 59%</p> <p>(4) I feel proud of my school  <b>BASELINE:</b> 51%  <b>TARGET:</b> 53%</p> <p><b>Student Achievement</b></p>
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			<p>Percent of Milestones tests in which students scored Proficient &amp; Distinguished</p> <p><i>6th Grade English Language Arts EOG Milestone</i> <b>BASELINE:</b> 29% P&amp;D <b>TARGET:</b> 32% P&amp;D</p> <p><i>7th Grade English Language Arts EOG Milestone</i> <b>BASELINE:</b> 39% P&amp;D <b>TARGET:</b> 42% P&amp;D</p> <p><i>8th Grade English Language Arts EOG Milestone</i> <b>BASELINE:</b> 33% P&amp;D <b>TARGET:</b> 36% P&amp;D</p> <p><i>6th Grade Math EOG Milestone</i> <b>BASELINE:</b> 20% P&amp;D <b>TARGET:</b> 25% P&amp;D</p> <p><i>7th Grade Math EOG Milestone</i> <b>BASELINE:</b> 19% P&amp;D <b>TARGET:</b> 20% P&amp;D</p> <p><i>8th Grade Math EOG Milestone</i> <b>BASELINE:</b> 24% P&amp;D <b>TARGET:</b> 25% P&amp;D</p> <p><i>8th Grade Science EOG Milestone</i> <b>BASELINE:</b> 27% P&amp;D <b>TARGET:</b> 30% P&amp;D</p>
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			<p><i>8th Grade Social Studies EOG Milestone</i> <b>BASELINE:</b> 40% P&amp;D <b>TARGET:</b> 43% P&amp;D</p> <p><i>Algebra I EOC Milestone</i> <b>BASELINE:</b> 33% P&amp;D <b>TARGET:</b> 35% P&amp;D</p>
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