

2022-2023 Local School Plan for Improvement (LSPI)

School: Rosebud ES Principal: Brittany Riddick

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	Rosebud strives to promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning. Rosebud will focus on the concept of belonging and be strategic in the social	Rosebud Elementary School will address the social-emotional and academic needs of the whole child through the Multi-tiered system of support (MTSS) by... 1. Developing an MTSS team to assess and review student performance data (academic and	Progress Toward Goal will be measured via the following: An increase of the percentage of stakeholders responding positively for the following questions on the Educational Effectiveness Survey:	
			KPI Baseline	KPI Target

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	<p>emotional needs of our students and staff.</p>	<p>wellness) and address student needs based on screener and performance data.</p> <ol style="list-style-type: none"> 2. Implementing the PBIS program with fidelity to teach students expectations and reward positive behavior. 3. Implementing clubs and other extracurricular opportunities for students. 4. Hiring mentors and counselors to address the social emotional needs of students. 5. Including students in goal-setting and data tracking to create a sense of ownership in their education. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"><i>Mean Score</i></th> <th style="width: 50%;"><i>Mean Score</i></th> </tr> </thead> <tbody> <tr> <td colspan="2">Students: I enjoy coming to this school</td> </tr> <tr> <td style="text-align: center;">34%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td colspan="2">In class we often work with other students to solve a problem or do a task</td> </tr> <tr> <td style="text-align: center;">27%</td> <td style="text-align: center;">35%</td> </tr> <tr> <td colspan="2">Most students are respectful of others at this school</td> </tr> <tr> <td style="text-align: center;">11.2%</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table>	<i>Mean Score</i>	<i>Mean Score</i>	Students: I enjoy coming to this school		34%	40%	In class we often work with other students to solve a problem or do a task		27%	35%	Most students are respectful of others at this school		11.2%	15%
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<p>LSPI 90 day update</p> <p>All extracurricular clubs are currently active (Boy’s Mentoring, Sewing Club, Care Club, Crafty Comets, Robotics/STEM, Our Girls Are Pearls, FLAME-Financial Literacy, Student Council, Cheerleading, Soccer Club, Gardening Club) - Approximately 210 students participate in the clubs</p>			<p>Data will be available at 180 Day review.</p>														

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<p>Regular PBIS incentives are provided each month - students earn Comet Cash to spend in our PBIS store. Additionally, students who received 14 weeks of excellent behavior out of 18 weeks in a semester, participated in the petting zoo held in December 2022,</p> <p>Morning announcement emphasize the importance of achieving goals</p> <p>Rosebud currently has 8 mentors who are assigned students to visit, support, and build relationships - the impact of the mentors has been tremendous, making a significant decrease in office referrals for students.</p> <p>The classroom buddy system had forged positive relationships with lower and upper grades students. Teachers use the classroom buddies as an incentive for positive behavior.</p> <p>The explorer's room is a room created to support positive behavior and motivation. Students who finish work early or who stay focused, can visit the explorer's room as a reward.</p>				
<p>Equity 2A: Multi-tiered system of supports</p>	<p>A multi-tiered system of supports (MTSS) is a proactive and preventative framework that allows GCPS schools to integrate data, instruction, and resources to maximize student achievement and support students' social, emotional, and behavior needs.</p>	<p>Rosebud will address the social-emotional and academic needs of the whole child through the Multi-tiered system of support (MTSS) by...</p> <ol style="list-style-type: none"> 1. Developing an MTSS team to assess and review student performance data (academic and wellness) and address student needs based on screener and performance data. 		
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<p>Staff: I receive training on instruction to support social emotional learning</p>				

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LSPI 90 day update: <ul style="list-style-type: none"> - Milestones benchmark predictors show that Rosebud is at or above the county average in Reading for 4th and 5th grade, but is below the county for 3rd grade Reading - Milestones benchmark predictors show that Rosebud is above the county in 4th grade Math, but below in 3rd and 5th grade math 			<ul style="list-style-type: none"> - We currently don't have data from staff and student surveys (update to come soon) - Data will be available during the 180 Day Review. 								
Equity 2B: Opportunity and access	Rosebud Elementary will ensure that all students have access to a quality education.	Rosebud will provide access to a quality education experience for all students by...	Progress Toward Goal will be measured via the following:								

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	<p>Our MTSS (multi-tiered system of supports) addresses the academic, behavioral and social emotional needs of all students. Rosebud strives to implement our MTSS system with fidelity and commits to continued training for staff and a continued review of data, resources, and supports for our students.</p>	<ol style="list-style-type: none"> 1. Analyzing data to identify the learning and behavioral needs of students 2. Providing enrichment and acceleration opportunities (Saturday School, Extended Learning Time, ESOL, SPED, and Gifted programs, Explorers Room) 3. Providing professional development for teachers to support our MTSS framework 4. Provide multiple opportunities to demonstrate mastery of the AKS 	<p>Increase access to programs for students.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">KPI Baseline <i>Mean Score</i></th> <th style="width: 50%; text-align: center;">KPI Target <i>Mean Score</i></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Increase the number of accelerated courses offered at Rosebud Elementary School</td> </tr> <tr> <td style="text-align: center;">4th and 5th grade accelerated math course (2021-2022 school year)</td> <td style="text-align: center;">3rd, 4th, and 5th grade accelerated math course)2022 - 2023)</td> </tr> <tr> <td colspan="2" style="text-align: center;">Increase the number of ESOL endorsed teachers at Rosebud Elementary School</td> </tr> <tr> <td style="text-align: center;">14 teachers in the 2021-2022 school year</td> <td style="text-align: center;">19 teachers in the 2022 - 2023 school year</td> </tr> <tr> <td colspan="2" style="text-align: center;">Increase the number of gifted certified teachers at Rosebud Elementary School</td> </tr> <tr> <td style="text-align: center;">16 teachers in the 2021 - 2022 school year</td> <td style="text-align: center;">20 teachers in the 2022 - 2023 school year</td> </tr> </tbody> </table>	KPI Baseline <i>Mean Score</i>	KPI Target <i>Mean Score</i>	Increase the number of accelerated courses offered at Rosebud Elementary School		4th and 5th grade accelerated math course (2021-2022 school year)	3rd, 4th, and 5th grade accelerated math course)2022 - 2023)	Increase the number of ESOL endorsed teachers at Rosebud Elementary School		14 teachers in the 2021-2022 school year	19 teachers in the 2022 - 2023 school year	Increase the number of gifted certified teachers at Rosebud Elementary School		16 teachers in the 2021 - 2022 school year	20 teachers in the 2022 - 2023 school year
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<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>In Gwinnett County Public Schools, the Results-Based Evaluation System promotes continuous quality improvement by identifying the overall strengths and areas of improvements. Rosebud Elementary School is committed to aligning our RBES to our school improvement plan so that resources, professional development, programs, and staffing are aligned to school goals.</p>	<p>The school leadership team, MTSS team, Instructional Leadership team, and other stakeholders will meet to continually review data and use Gwinnett County’s RBES system to establish school improvement goals.</p> <ol style="list-style-type: none"> 1. Meeting weekly in collaborative learning teams to develop lesson plans focusing on student collaboration and small group learning to meet the needs of each and every student. 2. Meeting monthly to review social-emotional and academic data to identify students who may need more support and develop plans to meet each and every student’s needs. 3. Working collaboratively with students to create social-emotional and academic goals and confer with students regularly about progress towards their goals. 	<p>Progress Toward Goal will be measured via the following: An increase of the percentage of stakeholders responding positively for the following questions on the Educational Effectiveness Survey:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">KPI Baseline <i>Mean Score</i></th> <th style="width: 50%; text-align: center;">KPI Target <i>Mean Score</i></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction</td> </tr> <tr> <td style="text-align: center;">75%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td colspan="2" style="text-align: center;">Feedback from classroom observations leads to meaningful change in instructional practice</td> </tr> <tr> <td style="text-align: center;">88%</td> <td style="text-align: center;">95%</td> </tr> <tr> <td colspan="2" style="text-align: center;">Our teachers engage in professional development activities to learn and apply to learn and apply new skills and strategies</td> </tr> <tr> <td style="text-align: center;">91%</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	KPI Baseline <i>Mean Score</i>	KPI Target <i>Mean Score</i>	Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction		75%	85%	Feedback from classroom observations leads to meaningful change in instructional practice		88%	95%	Our teachers engage in professional development activities to learn and apply to learn and apply new skills and strategies		91%	100%
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<p>LSPI 90 day update: Data chats were held in January 2023 to discuss academic progress toward goals</p> <p>Data was used to identify students who need additional support (KidTalks were held to discuss academic strengths and weaknesses. Kid talk data is reviewed every 4 weeks to determine the effectiveness of interventions used)</p> <p>Mid year observations were conducted and mid-year conferences were held to provide teachers with feedback</p> <p>School wide professional development catalog was created and teacher leaders are facilitating the professional development (ESOL, AKS, Small group instruction, Data, Empathy)</p> <p>MTSS team (behavior and academics) meets bi-weekly to discuss PBIS data, attendance, and academic performance of students. The MTSS team brainstorms strategies to support students in need and the MTSS team monitors the effectiveness of the strategies implemented.</p>		<p>Data will be available during the 180 Day Review.</p>		
<p>Excellence 4C: World-class communications and engagement</p>	<p>Rosebud Elementary School will increase the communication between the school and community. Two-way communication between families and schools is necessary for your students' success. Both the school and stakeholders need to share relevant information with each other about</p>	<p>Rosebud Elementary School Strives to increase the communication between the school and the community by:</p> <ol style="list-style-type: none"> 1. Prioritizing and employ two-way communication between teacher-student and teacher-parent using ClassDojo. 		
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<p>I am given opportunities to discuss my student's progress at school</p>				

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	<p>students. Rosebud Elementary desires to support all families, including families where English is not their first language, or where communication is limited. Therefore, a focus on multiple methods for communication will be implemented to support the needs of our community.</p>	<ol style="list-style-type: none"> 2. Prioritize and employ two-way communication between school-parents using Rosebud ES website, School Messenger, Class Dojo, and Constant Contact. 3. Host Title I Parent Engagement meetings to support school improvement and provide feedback opportunities via surveys. 4. Host Parent-Teacher Conferences twice per year (or as needed) to inform parents of the progress of students and to solicit parent feedback and input for school improvement. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">84%</td> <td style="width: 50%;">90%</td> </tr> <tr> <td colspan="2">I am comfortable expressing my ideas or concerns to the administrators of this school</td> </tr> <tr> <td>80%</td> <td>85%</td> </tr> <tr> <td colspan="2">This school communicates effectively with my family</td> </tr> <tr> <td>75%</td> <td>80%</td> </tr> </table>	84%	90%	I am comfortable expressing my ideas or concerns to the administrators of this school		80%	85%	This school communicates effectively with my family		75%	80%
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<p>LSPI 90 Day Update:</p> <p>All teachers at Rosebud have been trained by the ITIC on Class Dojo and all teachers are using class dojo to communicate with parents</p> <ul style="list-style-type: none"> - All principals have SMORES accounts. SMORES is an electronic newsletter. Ms. Holmes sends regular communication using SMORES - Rosebud’s ESOL lead teacher arranges for interpreters to be present at conferences as needed. - Social Media pages are used more consistently to communicate to the Rosebud Community 			<p>Data will be available during the 180 Day Review.</p>										

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