

2022-2023 Local School Plan for Improvement (LSPI)

School: Stripling Elementary School

Principal: Dr. Molly McAuliffe

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	Based on community input and leadership team feedback, we believe our school climate is within our locus of control. It is our responsibility to ensure all students feel safe and that they belong so that they can be fully engaged in learning activities. It is our responsibility to ensure teachers have the support they need	<ol style="list-style-type: none"> 1. Professional Learning and implementation of: morning meetings, Social Emotional Learning (SEL), Joyful Learning 2. Continuation on Tier 1 of our Positive Behavioral Interventions & Supports (PBIS) program 3. Restructuring of Counseling lessons and supports to focus on SEL 4. Increase the number of Clubs & Activities for students; create a before/after school staff wellness club 	EES Survey Data - percentage of positive responses: Student Wellbeing <ul style="list-style-type: none"> ● I enjoy coming to this school (Baseline - 69%; Target - 75%) Staff Support <ul style="list-style-type: none"> ● I receive training on instruction to support social emotional learning (Baseline - 54%; Target - 90%)

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	to create a positive learning environment.	5. Integrating SEL into Humanities 6. Building Parent Capacity - family and community engagement (FACE) workshop focused on PBIS/SEL strategies for home	
<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● We opened the school year in July with professional development around Morning Meetings (Grades K-5th) and Joyful Learning (Grades K and 1st). Morning Meeting time is provided in our Master Schedule and teachers incorporate the practice daily. ● We have incorporated professional development sessions on Social Emotional Learning into each monthly staff meeting (Example slides). ● We worked alongside our Behavior Coaches for the Norcross Cluster to support effective Tier 1 and 2 behavioral interventions and classroom management strategies. Teachers requesting support participated in coaching cycles. ● We formed a response team for Tier 3 student behaviors and participated in the district-supported Student Tolerance and Resolution Team (STaRT) training in December. ● Our Positive Behavioral Interventions and Supports (PBIS) program continues at a Tier 1+ level for school year 22-23. We incorporate updates from our PBIS committee into monthly Instructional Leadership Team and staff meetings. We held a PBIS workshop for our bus drivers resulting in very positive feedback from our drivers and reduced behavioral referrals. The staff Self-Assessment Survey reveals positive feedback and results over the course of our school wide PBIS implementation (survey results). We held a PBIS workshop for our parents in January with a morning and evening session. ● Our Counseling program has incorporated a “We Are Here” attendance initiative to encourage student attendance (attendance protocol slides). 			<p>Data Update on Available Measures</p> <p>Data pending EES survey results</p>

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<ul style="list-style-type: none"> Our school started an SEL Committee this year with multiple staff members volunteering to join the committee above and beyond their other responsibilities. The SEL Committee is sharing monthly updates at staff meetings, participating in a book study, and leading monthly staff wellness activities/initiatives. They are creating a staff wellness/collaboration room to open this spring semester. We have multiple before/after school clubs and activities for students: Chorus, Guitar, Girls on the Run, Robotics, and a newly-formed Kindness Club. We also have a partnership with Boy Scouts and Girl Scouts. A new Stripling-only Girl Scouts troop has started this January. Stripling hosts a Good News Club on a weekly basis as well. Our Humanities teachers regularly incorporate the SEL strategies into their weekly lesson plans. 															
LSPI 180 Day Update			Data Update on Available Measures												
Equity 2A: Multi-tiered system of supports	Based on our school needs assessment and instructional leadership team conversations, we believe a well-defined and executed multi-tiered system of supports (MTSS) must be in place in order to reach and teach every child.	<ol style="list-style-type: none"> 1. MTSS Implementation Team regularly scheduled meetings 2. MTSS Team professional learning on interventions (Foundations, Just Words, mCLASS, Wilson, LLI, Spire) 3. MTSS Team professional learning on and implementation of MTSS processes (i.e. data conversations, Student Support Team meetings, Kid Talks) 	Student Improvement: <ul style="list-style-type: none"> Percentage of 3rd - 5th grade students scoring in the Beginning level on ELA and MA Milestones <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">ELA</th> <th style="width: 30%;">Baseline: SY21-22</th> <th style="width: 40%;">Target: SY22-23</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd Grade</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td style="text-align: center;">4th Grade</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td style="text-align: center;">5th Grade</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">36%</td> </tr> </tbody> </table>	ELA	Baseline: SY21-22	Target: SY22-23	3rd Grade	55%	50%	4th Grade	43%	38%	5th Grade	41%	36%
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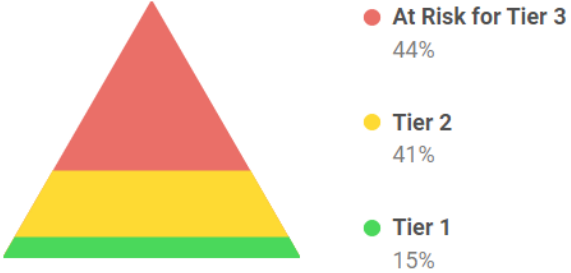
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		4. Schoolwide continued use of and professional learning on Imagine Learning, Amplify, and iReady 5. Instructional technology tools that support student learning 6. Intervention/Enrichment (I/E) block in the master schedule and training for staff on how to use it effectively 7. Use of Assessment Tools (Dibels 8, iReady, etc.) for screening	Math	Baseline: SY21-22	Target: SY22-23
			3rd Grade	34%	29%
			4th Grade	32%	27%
			5th Grade	47%	42%
LSPI 90 Day Update <ul style="list-style-type: none"> We formed an MTSS Implementation Team during school year 21-22 and have continued our work with regular MTSS Team meetings throughout the fall semester (example slides). Our MTSS Team has participated in a high level of professional development opportunities throughout the fall semester. We now have team members trained in effective Tier 2 and Tier 3 interventions for Reading and Math. PD opportunities included: Foundations, Just Words, mCLASS, LETRS, Orton-Gillingham Multisensory Approach. This semester, select members of our MTSS Team will participate in the district-supported Restorative Practices professional development. The MTSS Team has met with the district's Coordinator of Instructional Development and Support to ensure our school's MTSS process aligns with the district vision. We will meet with her again this semester for universal screener data analysis training. 			Data Update on Available Measures Milestones Benchmark Results for Reading & Math - % of students scoring in Beginning category:		
			ELA	Mid-year Benchmark	Target EOY Data: SY22-23
			3rd Grade	52%	50%
			4th Grade	48%	38%
			5th Grade	30%	36%

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<ul style="list-style-type: none"> Teachers utilize Imagine Learning, Amplify Reading, and iReady Math to support student learning. Now that we have completed the mid-year universal screener, we will provide additional professional development for teachers around using the data produced from these computer programs to drive instruction. Teachers use our master schedule Intervention/Enrichment block to provide differentiated support in Reading and Math. We plan to stagger the I/E block in our master schedule for SY23-24. We utilized the iReady screener data to determine students who would benefit from our Extended Learning Time (ELT) program for all grade levels and county-supported individualized tutoring for qualified students. 			<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 20%;">Math</th> <th style="width: 20%;">Mid-year Benchmark</th> <th style="width: 60%;">Target EOY Data: SY22-23</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd Grade</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">4th Grade</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">27%</td> </tr> <tr> <td style="text-align: center;">5th Grade</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">42%</td> </tr> </tbody> </table> <p>iReady screener data from Beginning of Year to Mid-Year - % of students in Tiers 1, 2 & 3*</p> <p><u>Reading:</u></p> <p>Beginning of Year</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>● At Risk for Tier 3 44%</p> <p>● Tier 2 41%</p> <p>● Tier 1 15%</p> </div> </div>	Math	Mid-year Benchmark	Target EOY Data: SY22-23	3rd Grade	41%	29%	4th Grade	34%	27%	5th Grade	57%	42%
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			<p>Mid-Year</p> <ul style="list-style-type: none"> ● At Risk for Tier 3 38% ● Tier 2 38% ● Tier 1 24% <p><u>Math:</u></p> <p>Beginning of Year</p> <ul style="list-style-type: none"> ● At Risk for Tier 3 40% ● Tier 2 54% ● Tier 1 6%

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			<p>Mid-Year</p> <p style="text-align: right;"> ● At Risk for Tier 3 32% ● Tier 2 52% ● Tier 1 16% </p> <p><i>*Data as of 1/17/23</i></p>												
LSPI 180 Day Update			Data Update on Available Measures												
<p>Equity 2B: Opportunity and access</p>	<p>Based on our school needs assessment and conversations with our instructional leadership team, we believe each and every student deserves access to a high quality curriculum and rigorous/relevant coursework and enrichment activities.</p>	<ol style="list-style-type: none"> 1. Professional Learning for all K-5 reading/writing teachers on EL curriculum pilot materials 2. Instructional Coaching Cycles 3. Peer Observations & Feedback 4. Collaborative Learning Teams utilizing the Plan, Do, Check, Act cycle 5. Gifted referral and identification process 	<p>3rd, 4th, & 5th Grade Literacy:</p> <ul style="list-style-type: none"> ● Percentage of 3rd - 5th grade students scoring Proficient/Distinguished on grade level ELA Milestones <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">ELA</th> <th style="width: 35%;">Baseline: SY21-22</th> <th style="width: 35%;">Target Data: SY22-23</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>14%</td> <td>24%</td> </tr> <tr> <td>4th</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>5th</td> <td>25%</td> <td>35%</td> </tr> </tbody> </table>	ELA	Baseline: SY21-22	Target Data: SY22-23	3rd	14%	24%	4th	30%	40%	5th	25%	35%
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		<ol style="list-style-type: none"> 6. Continuation of our Computer Science for All initiative 7. Committee meetings focused on providing enrichment and culturally relevant activities 8. Building Parent Capacity through Parent Workshops & FACE events 9. Use of Assessment Tools (iReady, e.g.) 	<p>Gifted/Talented Representation:</p> <ul style="list-style-type: none"> ● Percent difference between overall student representation in district enrollment and representation in gifted/talented programs. (Baseline - Stripling = 2.37% compared to GCPS = 14%; Target - Stripling = 5%) 												
<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● All certified teachers, grades K-5, are participating in the Expeditionary Learning (EL) curriculum pilot for language arts. Our EL curriculum coaches for grades K-2 and grades 3-5 have visited the school to participate in learning walks with our administrative team and literacy coach. Teachers receive feedback on their implementation of the EL curriculum on a regular basis. ● All certified teachers participated in peer observations/learning walks during the month of November. We will do learning walks two more times this spring. (Learning Walks Feedback form) ● Another GCPS elementary school brought a team of 10 teachers to observe the EL curriculum in practice, using Stripling classrooms as models. ● Our weekly Collaborative Learning Team (CLT) meetings focus on effective Tier 1 instruction for both Reading and Math. CLTs follow the Plan, Do, Check, Act cycle (CLT agenda template). ● Our Gifted Coordinator provided professional learning during CLT meetings this fall on the qualities of a Gifted/accelerated student. She has utilized the universal screener data and teacher referrals to work to identify students who qualify for Gifted services. 			<p>Data Update on Available Measures</p> <p>Milestones Benchmark Results for Reading - % of students scoring in Proficient/Distinguished categories</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">ELA</th> <th style="width: 25%;">Mid-year Benchmark</th> <th style="width: 50%;">Target EOY Data: SY22-23</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>23%</td> <td>24%</td> </tr> <tr> <td>4th</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>5th</td> <td>32%</td> <td>35%</td> </tr> </tbody> </table> <p>Gifted/Talented Representation:</p> <ul style="list-style-type: none"> ● Number of identified Gifted students in August 2022-19 students 	ELA	Mid-year Benchmark	Target EOY Data: SY22-23	3rd	23%	24%	4th	30%	40%	5th	32%	35%
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<ul style="list-style-type: none"> ● We added Computer Science as a K-5th Humanities course during the 21-22 school year. We have continued our Computer Science for All initiative this year, including purchasing robotics and hands-on equipment to be used by all K-5th students. ● We have a Robotics Team made up of selected 4th and 5th grade students. The team competed in the County Robotics Tournament in December. ● Our school Committees have focused on developing and implementing culturally relevant extracurricular and family engagement activities, including: International Night with a Literacy Workshop for parents (held in September), STEAM Night (to be held in March) with a Math Workshop for parents, Hispanic Heritage Month and Black History Month celebrations, and our inaugural Stripling Science and Engineering Fair (held in January). ● Our ESOL department held a community workshop to inform parents about our ESOL program and what to expect from ACCESS testing (slides). We will hold an additional ESOL parent workshop in March. 			<ul style="list-style-type: none"> ● Number of identified Gifted students in December 2022- 23 students (3% of student body) ● 13 students completed the Gifted identification testing process in fall 2022 and five qualified ● 19 students are still in the process
LSPI 180 Day Update			Data Update on Available Measures
<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>By utilizing the RBES as a school, we can work to get our MTSS pyramid toward a pyramid shape (with 80% of students successful at Tier 1) by focusing on effective Tier 1 instruction and harnessing the power of peer observation and feedback.</p>	<ol style="list-style-type: none"> 1. Focus on effective Tier 1 instruction (EL Pilot, balanced numeracy, etc.) 2. MTSS Implementation Team 3. Peer observations (learning walks) schedule, feedback form, and debriefs 4. Collaborative Learning Teams utilizing the Plan, Do, Check, Act cycle 5. Teachers attending district-supported 	<p>Improvement Progress:</p> <ul style="list-style-type: none"> ● Percentage of students in 3rd - 5th grades improving on district Milestones benchmark between first and second semester <p>Learning Walks/Observations:</p> <ul style="list-style-type: none"> ● Number of peer learning walks completed per certified teacher to support instructional practice

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<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Our Instructional Leadership Team (ILT) updated our Stripling Instructional Framework (PDE) to include our learning around our Blueprint for the Future, the science of reading, and SEL. ● Our MTSS Implementation Team has been working since SY21-22 to improve our academic and behavioral interventions and MTSS processes (see updates under Goal 2.A). ● We have completed one Peer learning walks cycle and plan to do two more this semester. ● Our Collaborative Learning Teams meet weekly following the Plan, Do, Check, Act cycle to refine effective Tier 1 instruction. ● Teachers attend district-supported Professional Development opportunities on a regular basis (i.e. Literacy/Math Boot Camp). ● The Administrative Team completes weekly classroom walkthroughs providing written feedback to teachers on effective Tier 1 instructional strategies. 			<p>Data Update on Available Measures</p> <p>Milestones Benchmark Results for Reading & Math - % of students scoring in all categories</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 25%;">ELA</th> <th style="width: 15%;">3rd Grade</th> <th style="width: 15%;">4th Grade</th> <th style="width: 15%;">5th Grade</th> </tr> </thead> <tbody> <tr> <td>Distinguished</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">5%</td> </tr> <tr> <td>Proficient</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">27%</td> </tr> <tr> <td>Developing</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">39%</td> </tr> <tr> <td>Beginning</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Math</th> <th style="width: 15%;">3rd Grade</th> <th style="width: 15%;">4th Grade</th> <th style="width: 15%;">5th Grade</th> </tr> </thead> <tbody> <tr> <td>Distinguished</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">3%</td> </tr> <tr> <td>Proficient</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">14%</td> </tr> <tr> <td>Developing</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td>Beginning</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">57%</td> </tr> </tbody> </table>	ELA	3rd Grade	4th Grade	5th Grade	Distinguished	2%	10%	5%	Proficient	21%	20%	27%	Developing	23%	22%	39%	Beginning	52%	48%	30%	Math	3rd Grade	4th Grade	5th Grade	Distinguished	2%	6%	3%	Proficient	20%	18%	14%	Developing	38%	41%	26%	Beginning	41%	34%	57%
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			Peer Learning Walks: <ul style="list-style-type: none"> ● All certified teachers completed a learning walk cycle in November 2022 ● Teachers observed the grade level after theirs (1st -> 2nd, 2nd -> 3rd, etc.) 																								
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Excellence 4A: Preferred education destination	Based on our needs assessment and discussions with our instructional leadership team, Stripling Elementary will become a preferred education destination for students, parents, and employees of Gwinnett County by continuing to focus on a positive school climate and improved student achievement.	<ol style="list-style-type: none"> 1. Build Parent Capacity through Parent workshops & FACE events 2. Increase the number of Clubs & Activities 3. Effective Tier I instruction (i.e. EL pilot implementation) 4. Effective intervention and acceleration for all students 5. Career Week activities 6. Everybody Wins! and other mentoring programs 7. Committee events focused on providing enrichment and culturally relevant activities 	Milestones Achievement: <ul style="list-style-type: none"> ● Percentage of students scoring Proficient/Distinguished on EOG exams in 3rd-5th grades <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">ELA</th> <th style="width: 35%;">Baseline: SY21-22</th> <th style="width: 35%;">Target Data: SY22-23</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">24%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">35%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Math</th> <th style="width: 35%;">Baseline: SY21-22</th> <th style="width: 35%;">Target Data: SY22-23</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">32%</td> </tr> </tbody> </table>	ELA	Baseline: SY21-22	Target Data: SY22-23	3rd	14%	24%	4th	30%	40%	5th	25%	35%	Math	Baseline: SY21-22	Target Data: SY22-23	3rd	21%	31%	4th	28%	38%	5th	22%	32%
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<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● We have held numerous Parent Workshops and Events this school year, including: a PTA Winter Festival, Trunk-or-Treat, International Night, Literacy Workshop, PBIS Parent Workshop, ESOL Parent Workshop, and our Candlelight Luncheons. This semester, we will have our Family Dance and a STEAM Night/Math Workshop. ● We have multiple extracurricular Clubs and Activities for students (see updates under Goal 1.B) ● We continue to focus on effective Tier 1 instruction (i.e. updated Instructional Framework, classroom walkthroughs, CLT meetings, etc.). ● Our school partners with Everybody Wins! to provide reading mentors to students. ● We continue to grow and develop our business and community partnerships. ● Our Counseling team is currently planning Career Week activities to take place this semester, including a “Careers on Wheels” day. ● Every grade level has planned an off-campus field trip for this school year. ● We have held curriculum celebrations for various grade levels at the conclusion of EL module lessons (i.e. “Frog Festival” in 3rd grade). 			<p>Data Update on Available Measures</p> <p>Milestones Benchmark Results for Reading & Math - % of students scoring in Proficient/Distinguished categories</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">ELA</th> <th style="width: 25%;">Mid-year Benchmark</th> <th style="width: 50%;">Target EOY Data: SY22-23</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>23%</td> <td>24%</td> </tr> <tr> <td>4th</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>5th</td> <td>32%</td> <td>35%</td> </tr> </tbody> </table>	ELA	Mid-year Benchmark	Target EOY Data: SY22-23	3rd	23%	24%	4th	30%	40%	5th	32%	35%
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2022-2023 Local School Plan for Improvement (LSPI)

School: Stripling Elementary School

Principal: Dr. Molly McAuliffe

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)														
<ul style="list-style-type: none"> Our Health and Physical Education program has partnered with Children’s Healthcare of Atlanta and Stripling was selected as a Strong4Life school. We held a pep rally and will have a spring semester school visit in our Cafeteria and P.E. classes. We have the highest number of staff members trained in CPR through the Project SAVE program and have a robust First Responders Team for any medical emergencies. We held our inaugural Stripling Science Fair this year and will be sending three student representatives to the Regional Science and Engineering Fair. Our PTA held elections for the Board in spring 2022 and has been working hard all year to provide family engagement events and activities to support the school. 			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Math</th> <th style="width: 25%;">Mid-year Benchmark</th> <th style="width: 50%;">Target EOY Data: SY22-23</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">32%</td> </tr> </tbody> </table>			Math	Mid-year Benchmark	Target EOY Data: SY22-23	3rd	22%	31%	4th	23%	38%	5th	17%	32%
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