

2022-2023 Local School Plan for Improvement (LSPI)

School: Trip Elementary School Principal: Dr. Rukina Walker

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 1A: Cultural competence.	Because of the diverse population of students and families we serve at Trip ES, it is important that teachers are empathetic and caring; that they are reflective about their beliefs about people from other cultures; that they are reflective about their own cultural frames of reference.	<ul style="list-style-type: none"> ● Analyze EES Data ● Incentives to increase survey participation ● Professional Development on Social Emotional Learning ● Heritage Month Celebrations ● Homeroom teachers utilize daily Morning Meetings to increase positive classroom culture; provides a positive, inclusive environment in which students can build relationships with their 	Cultural Proficiency - Staff Survey (Baseline 73.8%) Cultural Proficiency - Student Survey (82.6%) Cultural Proficiency - Family Survey (82.7%) Staff: Staff at this school value and respect all students Baseline: 92% Target: 100% Student: I feel good about my culture and ethnic background. Baseline: 81% Target: 90% Family: My student learns about cultures and community at their school. Baseline: 71.9% Target: 82%

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	<p>and that they are knowledgeable about other cultures.</p>	<p>teachers and peers and sets the stage for the day's learning.</p> <ul style="list-style-type: none"> • Media Committee to select culturally diverse books • Platinum Rule Awards • Multicultural Night • Documents in Multiple Languages 	
LSPI 90-Day Update		Data Update on Available Measures	
<ul style="list-style-type: none"> • We have Implemented restorative practices in classrooms to build relationships with students and ability to resolve conflict and problems. This is done through our Morning Meeting time. Teachers received professional development over the summer, during preplanning and RAM University on how to conduct meaningful and engaging Morning Meetings. • We added an SEL Specials and adopted the Freeing Freddie program. This program builds community, fosters connections between teachers and students, students and peers, models through the storyline of Freddie how to live a fulfilling, connected and meaningful life by building a strong inner foundation that enables healthy relationships with others. It provides tools to understand and normalize the scope of emotions that all people experience in life and enhances emotional intelligence. • We added a Parent Outreach Liaison to our staff and she has begun translating all documents and newsletters into Spanish. She has organized several Parent University Seminars such as How to understand PBIS and how does my child earn points? • We have increased the number of diverse books in our media center and classroom libraries. • We are producing all documents including our weekly newsletters in Spanish. • All Pro Dads Club up and running. We hosted three meetings so far this school year with 100+dads in attendance. • At Trip ES, we use bilingual staff to communicate with parents and attend SST, IEP and parent teacher conferences. Our Parent Liaison is available to families during registration 		<p>EES surveys will be administered 2nd semester</p> <p>Existing Wellness Surveys (beginning vs. end of year)</p> <p>Qualitative Teacher Feedback</p> <p>Number of BAPs and Discipline Referrals have decreased</p> <p>1/23-10 Students</p> <p>1/23-49 Rule Violations</p>	

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	<p>and is utilized to communicate and build positive relationships with parents who speak another language</p> <ul style="list-style-type: none"> ● Trip ES works to involve a variety of stakeholders in the school improvement process and to ensure that stakeholders are provided with essential information and involved in decision-making. Procedures are in place to promote the involvement of parents, community members, staff members, and students in various aspects of school improvement and other important initiatives in the school and district. Parents, students, and staff members complete surveys to gather information regarding the strengths and areas of needed improvement for the school. This year, we used EES surveys to gather this information. This information is used along with demographic, student performance, and other data to inform the school improvement process and related decision making. ● School Leadership teams are developed to include representatives from the following groups: parents, community members, teachers, paraprofessionals, administrators, and other stakeholders. This leadership team works together to gather and analyze all information to determine areas of need and formulate related goals and objectives for overall school improvement. Specific strategies, timelines, needed resources, funding sources, and individuals responsible are also identified as a part of plan development. Next, this plan is then shared with all staff members to provide an opportunity for additional review, input, and revisions as needed, based on the information reviewed and analyzed. Community and parent stakeholders are also included in the staff member review to include additional stakeholder involvement in the process. Through this process, all staff members along with parent representatives, community representatives, and other stakeholders have an opportunity to review our needs assessment information and provide input into the development of the school improvement plan. ● Our parent and community groups include our PTA Executive Board and Local School Council. Our School Improvement Team, Roundtable, Discipline Task Force, Literacy Leadership Team, Math Leadership Team, MTSS Data Team are a few of our Leadership Teams. 		
LSPI 180 Day Update			
Empathy 1B: Staff and student wellbeing	<p>Trip Elementary staff and students need to feel safe and that they belong before they can</p>	<ul style="list-style-type: none"> ● Professional Learning and implementation of morning meetings, Social Emotional Learning (SEL) 	<p><u>EES Survey Data</u> Student Wellbeing</p> <ul style="list-style-type: none"> ● I enjoy coming to this school <p>Data Points:</p>

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<p>Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.</p>	<p>be fully engaged in teaching and learning activities.</p>	<ul style="list-style-type: none"> • Continuation on Tier 2 of our Positive Behavioral Interventions & Supports (PBIS) program • Counselors will provide SEL lessons through Classroom Guidance as supported by teachers. • Restructuring of Counseling lessons and supports to focus on SEL • Increase the number of Clubs & Activities for students; create a before/after school staff wellness club • Building Parent Capacity - family and community engagement workshop focused on PBIS/SEL/Wellness and Wellbeing strategies for home • Wellness Calendar for staff i.e. Yoga Activities, Zumba, Health/Workout sessions, Mindfulness activities, etc. • Counselor groups for students based on needs survey • Character awards for students during lunch to align with the Platinum Award 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Positive</td> <td style="text-align: center;">Neutral</td> <td style="text-align: center;">Target</td> </tr> <tr> <td style="text-align: center;">38%</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">75%</td> </tr> </table> <ul style="list-style-type: none"> • I feel safe at this school <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Positive</td> <td style="text-align: center;">Neutral</td> <td style="text-align: center;">Target</td> </tr> <tr> <td style="text-align: center;">47%</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">75%</td> </tr> </table> <p style="color: red; margin-top: 10px;">SEL Classroom Integration</p> <ul style="list-style-type: none"> • I receive training on instruction to support social emotional learning <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Positive</td> <td style="text-align: center;">Neutral</td> <td style="text-align: center;">Target</td> </tr> <tr> <td style="text-align: center;">55%</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">75%</td> </tr> </table> <ul style="list-style-type: none"> • I incorporate social emotional instruction into my daily instructional delivery. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Positive</td> <td style="text-align: center;">Neutral</td> <td style="text-align: center;">Target</td> </tr> <tr> <td style="text-align: center;">69%</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">75%</td> </tr> </table>	Positive	Neutral	Target	38%	49%	75%	Positive	Neutral	Target	47%	45%	75%	Positive	Neutral	Target	55%	23%	75%	Positive	Neutral	Target	69%	19%	75%
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		<ul style="list-style-type: none"> • Faculty Member of the Month-Demonstrate Platinum Rule • Evaluations for teachers-highlight teachers based on cultural responsiveness and communication • Tripistry Program-Highlight cultural backgrounds of teachers and staff. Teachers will present on morning announcements. We will post highlights of teacher and/or staff members on our website and Trip newsletter. 	
LSPI 90-Day Update			Data Update on Available Measures
<ul style="list-style-type: none"> • The SEL team leader and school counselors have created and organized numerous SEL lessons and resources in the shared drive. Brief professional learning segments have been provided during CLT and RAM University. • The RAMS CAN Values of kindness, responsibility, and integrity are embedded in daily instruction, classroom guidance lessons, and nonacademic activities. These are connected to behavior expectations in the classroom, hallways, cafeteria, and playground, and reinforced through the daily RAMS Can Pledge on the morning news show. • Having three counselors has made a noticeable difference in supporting students' social-emotional and academic needs. Their visibility, accessibility, and collaboration with teachers have worked to build a more cohesive system of support for all students. 			<p>EES surveys will be administered 2nd semester Last Parent University: PBIS Parent Meeting on 1/17/23-40 parents attended</p>

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- During 12 Days of Christmas, we planned fun activities in addition to planned time for teachers to have duty free lunch and attend the wellness room
- Sacred Planning Days for first semester.
- The Wellness Room is up and running and being utilized by staff.
- Student of the Month
- Faculty Member of the Month
- Ram Recognition
- PBIS Student of the Month
- PBIS Faculty Member of the Month
- Check In/Check Out
- Trip ES uses Class Dojo, positive behavior clip up/down plans, classroom management plans, or Check-in/Check-out (CICO) daily behavior logs as a means to handle daily classroom behaviors. Class Dojo allows teachers to reward points for positive behaviors, deduct points for negative behaviors, and keep parents informed on a daily basis. Some teachers used other behavior management plans if they do not use Class Dojo. Students with serious offenses are referred to the administrator for discipline. Administrators have created a cheat sheet to ensure consequences to rule violations are consistent. types, subgroup data, and resolution information. Administrators conduct discipline talks and review discipline data every Monday during A-team meetings. This information is used to drive improvement efforts in the area of discipline.

LSPI 180 Day Update

Equity 2A:
Multi-tiered system of supports

Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.

In order to reach and teach every child, Trip Elementary will have a well-defined and executed multi-tiered system of supports (MTSS) in place.

- The MTSS Implementation Team regularly scheduled meetings on Tuesday morning.
- MTSS Team professional learning on interventions (Foundations, Dibels 8, mCLASS, Wilson, Orton-Gillingham, LLI, Spire)
- MTSS Team professional learning on and

Progress Monitoring:

- % of students exiting tiered intervention supports based on nationally-normed diagnostics and/or formative assessment tools

	Baseline	Target Data
ESOL	Direct served: 143 (72%) Level 1-8% Level 2-12%	ACCESS Scores of Direct Served: Level 5-Exit Level 4-5

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		<p>implementation of MTSS processes (i.e. data conversations, Student Support Team meetings, Kid Talks, Amplify)</p> <ul style="list-style-type: none"> ● Schoolwide continued use of and professional learning on Imagine Learning, Amplify, and iReady ● Instructional technology tools that support student learning ● Intervention/Enrichment (I/E) block in the master schedule and training for staff on how to use it effectively ● Use of Assessment Tools (Dibels 8, iReady, etc.) for screening ● Vocabulary will be previewed during normal instruction by the ELL Teacher, and the coaches will provide resources to the parents. ELL Teachers will review data regularly to provide interventions for ELL students. ELL Teachers will support and maintain a high quality of instruction in the classroom. ● Coaches will provide regular Professional Development for SPED teachers to enhance the 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"> Level 3-42% Level 4-26% Level 5-12% Exit Rate=27% GCPS Exit Rate=7.5% Milestones ELA-48%P/D MA-51% P/D </td> <td style="width: 20%;"> Level 3-4 Level 2-3 Level 1-2 Exit Rate=28% GCPS Target Exit Rate=8.0% Milestones Target ELA-58% P/D MA-61% P/D </td> </tr> <tr> <td>EIP</td> <td>N=297</td> <td></td> </tr> <tr> <td>SPED</td> <td> N=99 24 Self Contained 75 IRR Milestones: ELA: 31%P/D Math:31.3% </td> <td> Milestones ELA: 41% P/D MA: 41.3% P/D </td> </tr> <tr> <td>Total %</td> <td style="text-align: center;">%</td> <td></td> </tr> </table> <p>Student Group Achievement:</p> <ul style="list-style-type: none"> ● % of students in federal accountability student groups achieving proficient or distinguished on Milestones 		Level 3-42% Level 4-26% Level 5-12% Exit Rate=27% GCPS Exit Rate=7.5% Milestones ELA-48%P/D MA-51% P/D	Level 3-4 Level 2-3 Level 1-2 Exit Rate=28% GCPS Target Exit Rate=8.0% Milestones Target ELA-58% P/D MA-61% P/D	EIP	N=297		SPED	N=99 24 Self Contained 75 IRR Milestones: ELA: 31%P/D Math:31.3%	Milestones ELA: 41% P/D MA: 41.3% P/D	Total %	%	
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		<p>various teaching models that support Students with Disabilities (SWD). Provide programs such as SPIRE that allow opportunities to close the gap and support student's goals and objectives.</p> <ul style="list-style-type: none">• School-wide expectations (RAMS) posted throughout the building and classrooms to reinforce positive behavioral expectations• PBIS lessons and RAMS expectations are posted in every classroom and throughout the building• Use Golden Tickets as a reward when students are showing RAMS Can Behavior-- PBIS expectations• PBIS Coach will participate in district training• Monthly PBIS meetings with committee members• PBIS Student Celebrations Every 9 weeks• Attendance incentives for students.	
LSPI 90-Day Update			Data Update on Available Measures

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<ul style="list-style-type: none"> Trip ES will continue to effectively implement MTSS and CQI our processes and procedures using the Plan, Do, Check, Act process. The Trip ES MTSS Coordinator facilitates Roundtable meetings every Tuesday morning to discuss our most at-risk students prior to SSTs and create individual MTSS Plans based on areas of concern. Trip ES will continue KidTalks and Behavior Talks. Trip ES has an intervention team that consists of Reading Recovery teachers, ESOL teachers, IRR teachers, EIP teachers and Gifted teachers who implement interventions during Trip Time. Using iReady Diagnostic, Trip ES teachers analyze the data and create small groups for intervention, remediation and enrichment. We implement Tier 2 and Tier 3 Interventions during this time to include: Read 180, Imagine Learning, iReady Learning Paths, iSteep, Maze and Dibels. In order to support ELL students, Trip ES ELL Lead teachers provide targeted professional development to improve teacher understanding of WIDA Standards. The State has designed new standards that will be implemented in the Fall. Trip ES will begin providing professional development to support this new learning beginning in the Spring during Ram University. Trip ES uses the educational computer platform, Imagine Learning, to supplement curriculum for ELL students. Trip MTSS Intervention Team will monitor student support systems, progress monitoring, and RTI. Administrators and Instructional Coaches will meet with grade level teams to analyze data and determine intervention groups. 	<p>ESOL Goal: ACCESS Testing going on now. We will have results prior to the end of the year. ESOL Milestone Scores not available at this time See iReady Diagnostic Data for progress from 1st Nine Week</p> <p>SPED Milestones Data Not Available at this time.</p> <p># of students exiting EIP not available at this time.</p> <p>Additional Data Not Available at this time.</p>								
LSPI 180 Day Update									
<p>Equity 2B: Opportunity and access</p> <p>Expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g. Advanced</p>	<p>At Trip ES, every student deserves access to a high-quality curriculum and rigorous/relevant coursework and enrichment activities.</p>	<ul style="list-style-type: none"> Attend Collaborative Learning Teams meetings to ensure equity amongst grade levels in all content areas. Sacred Planning Days for teachers each 9 week BLN-Cluster Vertical Team Literacy Leadership Team 	<p>3rd, 4th, & 5th Grade Literacy:</p> <ul style="list-style-type: none"> % of students scoring proficient/distinguished on grade level ELA Milestones <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">ELA</th> <th style="width: 33%;">Baseline</th> <th style="width: 33%;">Target Data</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">80%</td> </tr> </tbody> </table>	ELA	Baseline	Target Data	3rd	75%	80%
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<p>Placement and dual enrollment), and enrichment activities (e.g. the arts, gifted, STEM, career technical education).</p>		<ul style="list-style-type: none"> ● Math Leadership Team ● Assign a team member per grade level to attend math county meetings and report back to staff. ● District resources and school Professional Development will be used to create consistency of practice among teachers within each grade. ● Instructional Coaching Cycles ● Admire and Acquire & Feedback ● School Improvement Team ● Gifted referral and identification process ● Continuation of our Computer Science for All initiative ● Committee meetings focused on providing enrichment and culturally relevant activities ● Building Parent Capacity through Parent Workshops ● Play 2 Learn ● Use of Assessment Tools (iReady, e.g.) <p><u>Budget Implications:</u> Yes, both general and instructional</p> <p><u>Person(s) Responsible:</u></p> <ul style="list-style-type: none"> ● All certified staff, especially ELA teachers ● Instructional Coach, ITIS ● Instructional Leadership Team 	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="text-align: center; width: 33%;">4th</td> <td style="text-align: center; width: 33%;">63%</td> <td style="text-align: center; width: 33%;">70%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">65.6%</td> <td style="text-align: center;">80%</td> </tr> </table> <p>Gifted/Talented Representation:</p> <ul style="list-style-type: none"> ● % Difference between overall student representation in district enrollment and representation in gifted/talented programs. (Baseline – Trip 7%/GCPS = 14%; Target – Trip = 10%/GCPS = 14%) ● Gifted Total Number of Students=124=10%--Goal Met 	4th	63%	70%	5th	65.6%	80%
4th	63%	70%							
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		<ul style="list-style-type: none"> ● Gifted Coordinator ● Computer Science teacher ● Administrative Team ● Parents/Families ● Play 2 Learn Teacher ● Intervention Team 	
LSPI 90-Day Update			Data Update on Available Measures
<ul style="list-style-type: none"> ● Ten families are participating in Trip's Play-2-Learn program. ● Trip ES has 3 teacher representatives and one administrator who attends BLN(Balanced Literacy and Numeracy), which is the Grayson Cluster Vertical Team. Trip ES teachers have provided positive feedback. ● Trip Admin Team will develop a platform for sharing all school leadership teams' minutes to promote transparency. ● Trip ES will continue to increase teacher leadership capacity to support teachers' academic delivery through Ram University. Teacher leaders will continue to design and facilitate PD during Ram University. In addition, teacher leaders serve as mentors and present PD to new teachers. Content area leaders represent grade levels a Literacy Leadership Team and Math Leadership Team. ● Grade Level Administrators will collaborate with team leaders to invite personalized and direct communication with families about positive news about their child. This will include postcards sent home and positive phone calls with administrators for students improving their behavior or meeting their behavior goal for the week. ● Currently, we have met our goal for the Gifted population of 10% ● Trip ES has hosted several Parent University Seminars this year to include: <ul style="list-style-type: none"> ○ How do I access student information in the Portal? ○ Social Media ○ Understanding Discipline Policy ○ PBIS 			<p>Family feedback; copy of emails or SASI Contact log Milestones Data not available at this time</p> <p>iReady Diagnostic Data–  Midyear i-Ready Reading and Math.xlsx</p> <p>Based on Midyear Assessment, we have not met our goal for the year.</p> <p>Trip ES has made our goal for %Gifted increased to 10% for the year.</p>
LSPI 180 Day Update			

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Effectiveness 3A:
Results-Based Evaluation System

Redesign Results-Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.

By utilizing the RBES, Trip ES will work to get our MTSS pyramid toward a pyramid shape (with 85% of students successful at Tier 1) by focusing on effective Tier 1 instruction and harnessing the power of peer observation and feedback.

- Focus on effective Tier 1 instruction
- Novice (1-3 years' experience) teachers will be provided a mentor.
- Coaching Cycles with new teachers (1-3 years' experience)
- Frequent classroom walks to ensure high quality instruction and evidence-based best practices. Feedback will be provided through formative/informal observation tools.
- Paired instructional walks using the new learning walk tool
- Conduct teacher walks, to help foster data-driven conversations in collaboration meetings.
- Reviewing student work/norming
- Align CLT to Professional Learning and RAM University
- Formative Assessments in all content areas
- Trip Time-Intervention Block
- Data Reviews 45/60/90/135 using iReady data for reading and math
- PBIS-Check in and check out
- MTSS Implementation Team
- Peer observations (learning walks) schedule and feedback form

Improvement Progress:

- % of students in 3rd, 4th, & 5th grades improving on district Milestones benchmark between first and second semester
- **Baseline: 2022-23 is a baseline year for Milestones Benchmark Assessment. The target is to see growth between each of the Milestones Benchmark Assessment. Once Milestones Benchmark 1st is taken, we will determine the target for the 2022-23 school year.**

ELA	Benchmark Milestones 1 st SEM	Benchmark Milestones 2 nd SEM	% of students improving Benchmark Milestones
3rd	60		
4th	68		
5th	61		

Math	Benchmark Milestones 1 st SEM	Benchmark Milestones 2 nd SEM	% of students improving Benchmark Milestones
3rd	63		
4th	70		
5th	53		

Learning Walks/Observations

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		<ul style="list-style-type: none"> Collaborative Learning Teams utilizing the Plan, Do, Check, Act cycle Teachers attending district-supported professional learning opportunities 	<ul style="list-style-type: none"> % of monthly learning walks completed in schools to support instructional practice <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Grade</th> <th style="width: 25%;">Baseline (collected end of August)</th> <th style="width: 50%;">Target Data</th> </tr> </thead> <tbody> <tr> <td>K</td> <td style="text-align: center;">48</td> <td style="text-align: center;">55</td> </tr> <tr> <td>1ST</td> <td style="text-align: center;">35</td> <td style="text-align: center;">40</td> </tr> <tr> <td>2nd</td> <td style="text-align: center;">32</td> <td style="text-align: center;">40</td> </tr> <tr> <td>3rd</td> <td style="text-align: center;">80</td> <td style="text-align: center;">85</td> </tr> <tr> <td>4th</td> <td style="text-align: center;">80</td> <td style="text-align: center;">85</td> </tr> <tr> <td>5th</td> <td style="text-align: center;">80</td> <td style="text-align: center;">85</td> </tr> </tbody> </table>	Grade	Baseline (collected end of August)	Target Data	K	48	55	1 ST	35	40	2nd	32	40	3rd	80	85	4th	80	85	5th	80	85
Grade	Baseline (collected end of August)	Target Data																						
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LSPI 90-Day Update			Data Update on Available Measures																					
<ul style="list-style-type: none"> Trip ES Admin team conducts team walkthroughs on Monday. Trip ES Assistant Principals are required to walkthrough classrooms daily. In order to meet the goal of total number of walkthroughs for the year, Assistant Principals are required to report out each week during A-Team the number of walkthroughs by grade level in addition to “grows and glows” for each teacher. The instructional framework focuses strongly on addressing individual and small group student needs in reading, writing, vocabulary building, language structures, problem solving and number sense. All students receive a two -hour literacy block allowing teachers to work without interruption in meeting students’ needs. For students who need additional support beyond the classroom, our school offers short term and long term remediation, the RTI process, and ELL/SPED/EIP programs. Students receive intensive support in math and/or ELA based upon their needs. Our teachers are supported by two full time Instructional coaches. 			<p><u>ELA Milestones Predictor Scores</u> 3rd -60 4th-68 5th-61</p> <p><u>Math Milestones Predictor</u> 3rd-63 4th-70 5th-53</p> <p>Additional Data Not Available at This Time</p>																					

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- For math, we use a balanced approach. We have implemented a math framework that includes benchmarks with targeted interventions based on individual student needs.
- When additional support beyond the classroom is needed, students receive additional support through the EIP/ELL/SPED programs.
- Our Instructional Coaches support our teachers with instructional strategies, pacing, and data analysis.
- Our students with disabilities and our English language learners receive specialized support from highly trained teachers that is focused upon their individual needs. Most students receive support in an inclusion setting, while those with more intensive needs work with a specially trained teacher in a resource type setting in math and/or ELA.
- In addition to the regular instructional day and the aforementioned resources, targeted students in grades K-5 benefit from an additional 45 minute Extended Learning Time called Trip Time in literacy and math.
- In grades K-5, teachers are responsible for developing & utilizing a personalized learning framework from iReady for designing lesson plans in K-5 classrooms. Aligning instructional practices with professional learning in the Science of Reading with Orton-Gillingham.
- Trip ES uses MTSS protocols to differentiate instruction based on academic, social, and emotional needs as noted in Dibels 8, iReady, Read 180 and Amplify, iSteep, Imagine Learning, and Habits of Mind.
- We evaluate assessment data to monitor proficiency, developing common assessments, and plan instruction based on student needs.
- Trip ES uses our PBIS Program and Rams Can along with our new Freeing Freddie SEL program to develop social-emotional learning using monthly themes.
- The AdminTeam and Instructional Coaches conduct strategic classroom walkthroughs utilizing a walkthrough protocol, analyzing the walkthrough data to coach and support classroom instruction.
- Trip ES teachers will use effective Quality Plus Teaching strategies that engage the learner at his/her level of understanding. Reading and Writing Workshop will be utilized daily with an emphasis on individual student conferencing.
- The Workshop/Gradual Release Model will include I can statements, an effective mini-lesson, small group instruction, guided reading and writing, summarizing key learning, and formative assessments in the form of ticket out the door, questioning, learning response journals, graphic organizers, individual whiteboards, and think/pair/share just to name a few. Strategies for encouraging students to interact with complex text at high levels will be integrated into instructional practices.

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- Each mini lesson should begin with a connection. Next, teachers set the focus for what will be taught for the day and reference the I Can Statement for the day. Teachers are required to annotate the Standards/AKS with students. The next part of the mini lesson is the teaching component, which lasts approximately ten minutes. Teachers will teach students a skill or a strategy by modeling what students will do with explicit, direct examples or provide a model of what students are expected to do. Teachers will think aloud and show students what thought processes are used to understand the skill or strategy they are expected to know. The next phase of the mini lesson is the active engagement part. During this time, students will have collaborative conversations that involve students practicing the strategy or skill using a familiar text just demonstrated in the teaching component. Students can talk with the teacher about what is taught to gain clarification. Teacher is monitoring during this time and active engagement lasts approximately three to five minutes. The last component of the mini-lesson is the link, in which the teacher brings closure to the mini lesson and links the mini lesson to what the class has already learned to today's work-time and to students' lives as readers. During this component, teachers select two to three students to share their work during the closing.
- Following the mini-lesson, teachers will pull small groups to confer and reinforce skills and strategies based on data from formative assessments. During guided reading, the teacher engages students in questioning and discussion, acts as a guide, and reinforces skills while the student is reading/writing and practicing strategies and skills. While the teacher is working with a guided reading group, the remainder of the students are engaged in collaborative learning activities which allows differentiation in the classroom.
- Trip Elementary learning teams along with support staff will engage in Collaborative Planning Meetings every Thursday during their instructional planning time. The focus of each session will be improved student achievement through data analysis, student work sample analysis, development of common assessments, deconstructing the standards, and determination of the most effective Quality plus Teaching Strategies to engage students in taking ownership of their learning, differentiate learning for all students, and increase academic rigor.
- During the 2022-23 school year, we will focus on planning for small group instruction, formative assessments, guided reading, strategy groups, book clubs, 3 Act Tasks, and Rich Math Tasks. In addition, learning teams will continue to review the Analyzing the Standards document to determine learning targets to be taught, determine best practices for implementation, use learning targets to devise formative assessments, and determine remediation and enrichment activities to meet the needs of all learners.

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- Trip Elementary literacy and math vertical team members from grades K-5 are the instructional coaches for their grade level and will model high yield strategies for speaking and listening; developing reasoning; reading, collecting evidence, and writing from a source; and conferring in literacy/math host classrooms. The coaches will facilitate debriefing sessions after each modeling experience to ensure that participants are noting the instructional moves made by the coaches. The coaches will plan mini-lessons with the participants on the modeled lessons that include high-yield strategies. Participants will demonstrate their lessons in classrooms and will receive coaching support and feedback. Participants will work in collaborative learning teams to analyze their lessons, review student work and assessments, and determine next steps for effective teaching and learning. At the conclusion of each session, coaches will work with participants to redeliver the strategies and learning with colleagues. Student work reflecting the strategies and learning will be collected and reviewed at all sessions. The team will monitor student performance on state, district, and school assessments.
- Collaborative planning sessions are led by instructional coaches, grade level content experts, and administration. At the beginning of each collaborative session, teachers are required to bring artifacts and discuss the successes and challenges of each lesson taught. Based on the feedback, the team will document data into the framework for future instructional planning sessions. This implementation design activity will be monitored weekly by administrators by GTES (Gwinnett Teacher Evaluation System) discussed at weekly Administrator Meetings with the Instructional Coaches, and analyzed during monthly data talks with administrators.
- Trip ES teachers engage in Sacred Planning Sessions in July, December, and February each year. Sacred Planning is all day forward planning sessions. During the July session, teachers are paid a stipend for planning.
- Trip Time: iReady is our universal screener. K-5 Trip Time will take place daily during our intervention blocks which are embedded throughout the master schedule for 45 minutes . Intervention and enrichment determinations are integrated and results oriented.
- Data analysis sessions will take place every 4 ½ weeks on Tuesday from 3:20-4:20 to include an analysis of Fountas and Pinnell assessments, iReady lessons, Amplify, iSteep, Read 180, Dibels 8, guided reading anecdotal notes, common assessments, district assessments and formative assessments.
- Grade level teams disaggregate data to determine which standards need to be targeted based on needs of students. Students will be grouped based on needs for remediation or acceleration. Targeted standards are taught for 4 ½ weeks, students are assessed on the targeted standards, and teachers chart students' progress. After 4 ½ week session,

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teachers meet and review how students have performed, adjust groups, and modify targeted standards if necessary. Administrators will guide grade level teams in grouping students based on academic need.		
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