

2022-2023 Local School Plan for Improvement (LSPI)

School: Alcova ES Principal: Jacquetta Baldwin

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	Alcova ES is working to build an atmosphere conducive to teaching and learning through the implementation of Social Emotional Learning and Restorative Practices, with an emphasis on student and staff well-being, self-care, and physical and mental health.	<p>Student</p> <ol style="list-style-type: none"> 1. Increased SEL Advisement through Morning Circles each day 2. Restorative Practice Opportunities 3. Boys with Purpose 4. Falcon Buddy (Mentor) 5. Falcon Focus Students of the Month 6. "Check In/Check/Out" with identified students as part of Multi-Tiered System of Supports with Behavior Specialist 7. Targeted conflict resolution, problem solving, decision making, and communication sessions with Counselors assigned as part of our Multi-Tiered System of Supports <p>Staff</p> <ol style="list-style-type: none"> 8. Prioritizing Adult Social Emotional Learning through school-based professional development 9. Monthly wellness activities by the Counseling Department 10. Weekly Staff Wellness Activities 11. Wellness Room to support the need for calming, reflective time 	<p>Student</p> <p>Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items</p> <ul style="list-style-type: none"> ● I enjoy coming to school Baseline: 28.8% 2023 Target: 30% ● Students are respectful of others at this school Baseline: 15.1% 2023 Target: 22.1% ● There's at least one adult in this school I can talk to if I have a problem Baseline: 63% 2023 Target: : 65% ● If I want to talk with my teacher, they are available to me Baseline: 41% 2023 Target: 43%

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		<p>12. Quarterly scheduled chats with staff for what's working and what's not</p>	<p>Staff Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items:</p> <ul style="list-style-type: none"> ● I receive training on instruction to support social-emotional learning. Baseline: 67% 2023 Target: 69.6% ● There is a willingness to address conflict in this school Baseline: 42% 2023 Target: 44% ● When there is a problem in the school, we talk about how to solve it Baseline: 47% 2023 Target: 49% ● Our staff believes all students can meet state standards Baseline: 73% 2023 Target: 75.1%
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<p>90 Day Review:</p> <ul style="list-style-type: none"> ● The admin team will conduct walkthroughs during SEL morning circle to provide feedback and support. ● Review student visits to the "Nest" and effectiveness of the Navigate 360 lessons. Make connections to MTSS to determine aligned interventions. ● PBIS bus driver refresher with transportation supervisor. ● Review data from spring CEE data to plan next steps ● Teach students positive ways to communicate and interact with each other (scenarios) ● Scheduled two-way communication chats with staff to discuss what is working and not working. 	
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<p>180 Day Review:</p>	
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<p>Equity 2A: Multi-tiered system of supports</p>	<p>Alcovia ES and all of GCPS will 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.</p>	<ol style="list-style-type: none"> 1. Universal Screeners in LA and Math given three times per year 2. Student Wellness Screener given three times per year. 3. Targeted Tier 1, 2, and 3 interventions developed by the MTSS Team based on screener data. 4. Dedicated 30 minute intervention block built into each child's day. 5. RTI Coordinator to support students multi-tiered academic and non-academic needs 6. PBIS Coach available to provide interventions, feedback, or conduct restorative small groups. 7. Additional Counselors to provide more Lessons/Small Groups based on Wellness Screeners. 8. Behavioral Specialist to assist with restorative practices. 9. Extended Learning Time- SpEd and students in <=10% percentile 	<p>Decrease in the % of students in student groups achieving beginning on Milestones; 100% of students will move at least one performance band (i.e. Beg. to Dev./Dev. To Proficient/Pro. To Distinguished)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Baseline</th> <th style="width: 35%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>3rd LA</td> <td>39.6%</td> <td>41%</td> </tr> <tr> <td>3rd MA</td> <td>40.4%</td> <td>42%</td> </tr> <tr> <td>4th LA</td> <td>42.2%</td> <td>44%</td> </tr> <tr> <td>4th MA</td> <td>43.8%</td> <td>45%</td> </tr> <tr> <td>5th LA</td> <td>48.5%</td> <td>50%</td> </tr> <tr> <td>5th MA</td> <td>38.6%</td> <td>40%</td> </tr> <tr> <td>5th Sci</td> <td>47.9%</td> <td>50%</td> </tr> </tbody> </table> <p style="margin-top: 20px;">Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF and STUDENT survey items:</p> <ul style="list-style-type: none"> ● Struggling students receive early intervention and remediation to acquire skills Baseline: 52% 2023 Target: 54% ● My teacher helps me learn by challenging me with interesting activities in class Baseline: 39% 2023 Target: 41% <p style="margin-top: 20px;">Number of students supported at Tier 2 or 3 through screeners</p>		Baseline	2023 Target	3rd LA	39.6%	41%	3rd MA	40.4%	42%	4th LA	42.2%	44%	4th MA	43.8%	45%	5th LA	48.5%	50%	5th MA	38.6%	40%	5th Sci	47.9%	50%
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			Baseline: established in SY2023																				
90 Day Review: <ul style="list-style-type: none"> Admin/Coaches walkthroughs during intervention blocks Additional support provided for 5th grade intervention block Use mid-year data for ELT After-School Saturday School sessions are based on first semester grades MOY MTSS team meeting to clarify interventions and progress monitoring tools EIP teachers, RTI coordinator and MTSS AP will meet monthly to discuss progress monitoring Implementation of grade level Kid Talks All contents will do CUAs and select CFAs Required Amplify data training SPIRE fully implemented during intervention blocks 			<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;">Tier I</td> <td style="width: 20%;">Tier II</td> <td style="width: 20%;">Tier II</td> </tr> <tr> <td>Math Beginning of Year</td> <td>80%</td> <td>13%</td> <td>7%</td> </tr> <tr> <td>Math Middle of Year</td> <td>71%</td> <td>16%</td> <td>13%</td> </tr> <tr> <td>ELA Beginning of Year</td> <td>75%</td> <td>14%</td> <td>11%</td> </tr> <tr> <td>ELA Middle of Year</td> <td>75%</td> <td>14%</td> <td>11%</td> </tr> </table>		Tier I	Tier II	Tier II	Math Beginning of Year	80%	13%	7%	Math Middle of Year	71%	16%	13%	ELA Beginning of Year	75%	14%	11%	ELA Middle of Year	75%	14%	11%
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Equity 2B: Opportunity and access	Alcova and all of GCPS will expand student opportunities to engage in and have access to high quality, rigorous and culturally relevant curriculum, advanced coursework and enrichment activities.	<ol style="list-style-type: none"> 1. Play 2 Learn opportunities for families with children ages 0-5. 2. Right at School After School Program available to all families 3. Alcova Parent Teacher Collaboration Night(Curriculum and Family Engagement) 4. Ongoing Cultural Awareness Activities -Hispanic Heritage Month Contest, African American Research, International Night 	<ol style="list-style-type: none"> 1. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items: <ol style="list-style-type: none"> a. All students have opportunities to choose more challenging work. Baseline: 31% 2023 Target: 34.1% b. Adults in my school help me plan and set goals for my future Baseline: 41% 2023 Target: 43% 																				

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<p>90 Day Review:</p> <ul style="list-style-type: none"> ● Staff development and district leveled coaching support from the gifted department. Focus on broadening teacher perception toward student qualifications for gifted program. ● Family Engagement: March - Reading workshop and April - Kindergarten Readiness ● Continue with the SOAR student of the month and PBIS expectations process ● Counselors leading College/Career Day ● Review I-Ready data with individual students ● Will continue with learning EL Curriculum and use All block and Skill block to differentiate for student 									
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<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>Alcova will implement a Redesign Results-Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.</p>	<ol style="list-style-type: none"> 1. Coaching cycles 2. Feedback Meetings after observations (per semester) 3. Weekly walkthroughs conducted by admin 4. Instructional Expectations 	<p>Percentage of students improving on district Milestones benchmark between 1st and 2nd semester</p> <p>Baseline established SY2023</p> <ul style="list-style-type: none"> ● Percentage of students scoring Proficient/Distinguished on GMAS <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Baseline</th> <th style="width: 20%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>3rd LA</td> <td style="text-align: center;">39.6%</td> <td style="text-align: center;">41%</td> </tr> </tbody> </table>		Baseline	2023 Target	3rd LA	39.6%	41%
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<p>90 Day Review:</p> <ul style="list-style-type: none"> ● Use midyear data to drive individual coaching cycles with teachers and/or grade levels. ● The administrative team will work to calibrate teacher feedback through informal walkthroughs ● Each grade level will maintain Data driven instructional conversations in CLT ● Increase teacher voice on CLT agenda 																					
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<p>Excellence 4C: World-class communications and engagement</p>	<p>Alcova will demonstrate world-class communication and engagement through modeling the value GCPS leadership places on transparent, two-way communication to build stakeholder trust and confidence.</p>	<ol style="list-style-type: none"> 1. Family Engagement Activities <ol style="list-style-type: none"> a. Parent Workshops b. Parent Volunteers 2. Weekly progress reports 3. Weekly Friday Folders sent home with information, graded assignments, etc. 4. Parent Teacher Conferences 5. Parent Newsletter 6. Flyers/Handouts in multiple languages represented at AES 7. Social Media continuously Updated with highlights 8. Website continuously updated with information 9. Staff Communication delivered in a weekly newsletter, monthly during grade level meetings, and monthly staff meetings 	<p>% of students that have documented parent contacts in Synergy</p> <p>ESS Family Satisfaction Rating</p> <ul style="list-style-type: none"> ● I am informed about progress toward the improvement goals of this school <ul style="list-style-type: none"> ○ Baseline: 75% ○ 2023 Target: 77% ● This school tells me how I can help my student with homework <ul style="list-style-type: none"> ○ Baseline: 76% ○ 2023 Target: 78% <p>ESS Staff Satisfaction Rating</p> <ul style="list-style-type: none"> ● When there is a problem in my school, we talk about how to solve it <ul style="list-style-type: none"> ○ Baseline: 33% ○ 2023 Target: 35%
<p>90 Day Review:</p> <ul style="list-style-type: none"> ● We have shown an increase in parent participation and will continue to focus on increasing participation and two-way communication with parents and the school. ● Share school events and celebrations on Social Media Platform ● Parent involvement opportunities increased ● Personalize messages for various school activities ● Highlight positive students through PBIS and utilize to improve the relationship on teacher and parent communication ● Increase two-way communication with staff using surveys, collaborative discussions, and addressing drop box concerns in the weekly newsletter. 			