

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

**School: Alford Elementary School**

**Principal: Dr. Shon Davis**

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<br>Focus Work        | Rationale   | Action Steps<br>(Implementation Design)  | How will you measure growth?<br>Growth Factors (KPI Baseline & Targets)   |
|---|---|--|---|
| <b>Empathy 1B:</b><br>Staff and student wellbeing | Alford Elementary will continue to develop and maintain a school culture in which school wide activities are implemented that focus on social-emotional | 1. An SEL segment/time has been included within the daily master schedule so that all classrooms are focusing on strategies and activities to promote social and emotional learning. | The percent of <b>students</b> responding positively to the following student wellbeing EES survey items will increase by 3-5%. <ul style="list-style-type: none"> <li>● I enjoy coming to this school (Baseline – 36%; Target- 41%)</li> <li>● I feel safe at this school (Baseline- 50%; Target-55%)</li> <li>● I am good at figuring out the best solution to problems I'm facing (Baseline- 29%; Target 34%)</li> </ul> |

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|                                  |   |   |  |
|----------------------------------|---|---|--|
|                                  | <p>learning. This will result in increased staff and student wellbeing.</p> | <p>2. An SEL Staff Committee has been developed to ensure that there is collective voice and shared ideas on school events promoting self-care as well as physical and mental health for all staff members.</p> <p>3. A PBIS Committee has been developed to provide professional learning and share best practices which will result in more culturally responsive classrooms and more positive peer to peer relationships and more positive student to teacher relationships throughout the school.</p> | <ul style="list-style-type: none"> <li>● I am hopeful about my future (Baseline- 69%; Target- 72%)</li> </ul> <p>The percent of <b>staff</b> responding positively to the following staff wellbeing EES survey items will increase by 3-5%.</p> <ul style="list-style-type: none"> <li>● There is a willingness to address conflict in this school (Baseline- 48.8%; Target 51.8%)</li> <li>● When there is a problem in my school, we talk about how to solve it (Baseline- 47%; Target- 50%)</li> <li>● My principal facilitates systems/processes to support school improvement (Baseline- 76% ; Target- 79%)</li> <li>● Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) (Baseline- 67%; Target- 69%)</li> </ul> |
| <p><b>LSPI 90 Day Update</b></p> |   |   | <p><b>Data Update on Available Measures</b></p>  |

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**The following strategies/practices have been implemented to ensure that we are consistently focusing on the goal of “Staff and Student Well-Being.”**

1. The Social Emotional Learning (SEL) morning segment is monitored daily for student engagement and student and teacher relationships/connections. Lessons activities are implemented during the morning segment time from 8:20 - 8:50 AM. The lessons are designed to address the 5 major components of the SEL Framework (Self-Awareness, Social-Awareness, Self-Management, Relationship Skills, and Responsible Decision Making).
2. We have not established a Wellness Room yet due to space in the school building. However, we do have a committee of teacher leaders that collaborate and generate ideas to maintain/improve staff morale (12 Days of Alford; February Tailgate Party). The counselors are sending out a monthly self-care calendar to ensure that staff members are presented with tips and practices to enhance self-care on a social, physical, and emotional level.
3. Our Positive Behavior Intervention Systems (PBIS) Committee has implemented student and staff recognition. Thus far, we have created opportunities for the students to shop at the PBIS Store as an incentive. This process also allowed them to use PBIS checks created by the PBIS Team. We have an SEL Lead Teacher who has developed a committee to focus specifically on SEL activities within the school. The SEL Lead Teacher has participated in district training with the SEL director to build capacity and generate ideas for the team/school. Our Multi-Tiered System of Supports (MTSS) Team has met with the MTSS Cluster Vertical Team to share and adopt ideas to improve our practices as it pertains to student support for Academic Press and Supportive Community. All teachers participated in staff development facilitated by the MTSS Team Lead on Feb. 3. The local MTSS Team had their monthly meeting Jan. 31 in order to discuss interventions and instructional strategies that provide additional support for identified students (Tier 2 Kid Talks) and to discuss

**Educational Effectiveness Survey (EES) Data results from the student and staff groups are not available at this time.**

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| practices to share with the grade level teams.               |  |   |  |               |          |             |                   |     |     |          |     |     |    |     |     |
|--|--|---|--|---------------|----------|-------------|-------------------|-----|-----|----------|-----|-----|----|-----|-----|
| <b>LSPI 180 Day Update</b>                                   |  |   | <b>Data Update on Available Measures</b>   |               |          |             |                   |     |     |          |     |     |    |     |     |
| <p><b>Equity 2A:</b><br/>Multi-tiered system of supports</p> | <p>We will develop and maintain an instructional climate where each and every child receives intervention supports to enhance their academic and social development.</p> | <ol style="list-style-type: none"> <li>1. We will provide remediation and enrichment supports to enhance the learning of each and every student both academically and emotionally/socially.</li> <li>2. We will incentivize students through PBIS activities and class/school practices.</li> <li>3. Analyze data from the iReady and Wellness Screeners to provide interventions and supports in every classroom and throughout the school which will include but not be limited to high quality Tier 1</li> </ol> | <p>Alford Elementary School will have a 98% participation rate on the Universal Student Wellness Screener.</p> <p><b>Grade 3 Reading GMAS</b> proficient and distinguished levels for underserved student groups will increase by 3-6%: African American, Hispanic, and English Language Learners, Students on Free Meals, and Students with Disabilities</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="padding: 5px;">Student Group</th> <th style="padding: 5px;">Baseline</th> <th style="padding: 5px;">Target Data</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">African Americans</td> <td style="padding: 5px; text-align: center;">41%</td> <td style="padding: 5px; text-align: center;">45%</td> </tr> <tr> <td style="padding: 5px;">Hispanic</td> <td style="padding: 5px; text-align: center;">18%</td> <td style="padding: 5px; text-align: center;">22%</td> </tr> <tr> <td style="padding: 5px;">EL</td> <td style="padding: 5px; text-align: center;">19%</td> <td style="padding: 5px; text-align: center;">22%</td> </tr> </tbody> </table> | Student Group | Baseline | Target Data | African Americans | 41% | 45% | Hispanic | 18% | 22% | EL | 19% | 22% |
| Student Group  | Baseline   | Target Data   |  |               |          |             |                   |     |     |          |     |     |    |     |     |
| African Americans  | 41%  | 45%   |  |               |          |             |                   |     |     |          |     |     |    |     |     |
| Hispanic   | 18%  | 22%   |  |               |          |             |                   |     |     |          |     |     |    |     |     |
| EL   | 19%  | 22%   |  |               |          |             |                   |     |     |          |     |     |    |     |     |

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|                   |          | <p>strategies, PBIS practices and incentives.</p> | <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 30%;">Free Meals</td> <td style="width: 20%;">23%</td> <td style="width: 50%;">28%</td> </tr> <tr> <td>SWD</td> <td>4%</td> <td>10%</td> </tr> </table> <p><b>Grade 4 Reading GMAS</b> proficient and distinguished levels for underserved student groups will increase by 3-6%: African American, Hispanic, and English Language Learners, Students on Free Meals, and Students with Disabilities</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 20%;">Baseline</th> <th style="width: 50%;">Target Data</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>28%</td> <td>32%</td> </tr> <tr> <td>Hispanic</td> <td>18%</td> <td>22%</td> </tr> <tr> <td>EL</td> <td>13%</td> <td>17%</td> </tr> <tr> <td>Free Meals</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>SWD</td> <td>13%</td> <td>19%</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Grade 5 Reading GMAS</b> proficient and distinguished levels for underserved student groups will increase by 3-6%: African American, Hispanic, and English Language</p> | Free Meals | 23% | 28% | SWD | 4% | 10% | Student Group | Baseline | Target Data | African Americans | 28% | 32% | Hispanic | 18% | 22% | EL | 13% | 17% | Free Meals | 23% | 28% | SWD | 13% | 19% |  |  |  |
|-------------------|----------|---|--|------------|-----|-----|-----|----|-----|---------------|----------|-------------|-------------------|-----|-----|----------|-----|-----|----|-----|-----|------------|-----|-----|-----|-----|-----|--|--|--|
| Free Meals        | 23%      | 28%   |  |            |     |     |     |    |     |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |     |     |  |  |  |
| SWD               | 4%       | 10%   |  |            |     |     |     |    |     |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |     |     |  |  |  |
| Student Group     | Baseline | Target Data                                       |  |            |     |     |     |    |     |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |     |     |  |  |  |
| African Americans | 28%      | 32%   |  |            |     |     |     |    |     |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |     |     |  |  |  |
| Hispanic          | 18%      | 22%   |  |            |     |     |     |    |     |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |     |     |  |  |  |
| EL                | 13%      | 17%   |  |            |     |     |     |    |     |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |     |     |  |  |  |
| Free Meals        | 23%      | 28%   |  |            |     |     |     |    |     |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |     |     |  |  |  |
| SWD               | 13%      | 19%   |  |            |     |     |     |    |     |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |     |     |  |  |  |
|                   |          |   |  |            |     |     |     |    |     |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |     |     |  |  |  |

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|  |          |             | <p>Learners, Students on Free Meals, and Students with Disabilities</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 20%;">Baseline</th> <th style="width: 20%;">Target Data</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">44%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Free Meals</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">37%</td> </tr> <tr> <td>SWD</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table> | Student Group | Baseline | Target Data | African Americans | 40% | 44% | Hispanic | 26% | 30% | EL | 26% | 30% | Free Meals | 32% | 37% | SWD | 9% | 15% |
|--|----------|-------------|--|---------------|----------|-------------|-------------------|-----|-----|----------|-----|-----|----|-----|-----|------------|-----|-----|-----|----|-----|
| Student Group  | Baseline | Target Data |  |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |    |     |
| African Americans  | 40%      | 44%         |  |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |    |     |
| Hispanic   | 26%      | 30%         |  |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |    |     |
| EL   | 26%      | 30%         |  |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |    |     |
| Free Meals   | 32%      | 37%         |  |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |    |     |
| SWD  | 9%       | 15%         |  |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |    |     |
| <p><b>LSPI 90 Day Update</b><br/> <b>The following strategies/practices have been implemented to ensure that we are consistently focusing on the “Multi-tiered System of Supports” goal.</b></p> <ol style="list-style-type: none"> <li>1. We have conducted Extended Learning Opportunities through both the After School (ELT) and Saturday Intervention Programs (SIP). There have been two After School Programs. The first program was held on the following dates: Nov. 7, 9, 14, 16, 28, &amp; 30 from 4-6PM. There were 78 students that attended. The second program is taking place on the following dates: Feb. 6, 8, 13, 15, 22, 23, Mar. 6, 8, 13, 15, 20, and 22 from 4-6pm. There are 123 students in attendance. As for the SIP, there have</li> </ol> |          |             | <p><b>Data Update on Available Measures</b></p> <p>The <b>Middle of the Year iReady Diagnostic Screener results</b> are as follows:</p> <p><b><u>Window 2 (Reading)</u></b><br/>           13%- Mid or Above Grade Level<br/>           15%- Early on Grade Level<br/>           43%- One Grade Level Below</p>  |               |          |             |                   |     |     |          |     |     |    |     |     |            |     |     |     |    |     |

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been two 6-day sessions. This first program was held in the fall on the following dates: Oct. 1, 15, 22, 29, Nov. 5 & 12. There were a total of 50 students in attendance. The second program is being held on the following dates: Feb. 4, 11, and 25, Mar. 4, 11, and 18 from 4-6pm. There are 106 students currently participating. As it pertains to MTSS, the team continues to meet for staff development and to share best practices and interventions to support grade levels in the areas of Academic Press and Supportive Community. We have a representative from each grade level and department on the MTSS Team (Representatives from Kindergarten, Parent Instructional Coordinator, 1st, 2nd, 3rd, 4th, 5th, Gifted, Reading Recovery Teacher, English Speakers Of other Languages Lead Teacher, Instructional Coaches, Positive Behavior Intervention Support Lead Teacher, Early Intervention Program Lead Teacher, Special Education Lead Teacher, Counselors, MTSS Lead Teacher.

The MTSS Team met on Jan. 31st and Feb. 2 in order to discuss best practices and discuss interventions to support grade level teams. In addition, the MTSS Lead Teacher has shared MTSS weekly tips with the staff to provide clarity for some of the processes and to ensure that teachers have a wealth of resources at their fingertips to support classroom instruction and student progress.

2. The student leadership team president has served as a news anchor on the morning announcements to share student shout-outs and celebrations in order to enhance student morale. The PBIS store was operated on the following date to promote and celebrate positive behavior (Jan. 19).
3. We have reviewed data from the iReady Screener administered in December in order to provide support in the classroom with small group instruction and individualized learning plans. This data has also been used to determine the students that need extra time on task via the Extended Learning Programs.

17%- Two Grade Levels Below  
12%- Three or More Grade Levels Below

### **Window 2 (Math)**

8%- Mid or Above Grade Level  
12%- Early on Grade Level  
52%-One Grade Level Below  
17%- Two Grade Levels Below  
11%- Three or More Grade Levels Below

The iReady Data has also been used to determine students that need Tier 2 Kid Talks, Student Support Teams (SSTs), and academic/behavioral screening. 60% of our students have made typical growth in reading and 11% of our students have exceeded that expectation. 38% of our students have made typical growth and 5% have exceeded that expectation.

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| LSPI 180 Day Update                                 |   |   | Data Update on Available Measures   |               |          |             |  |  |  |
|---|---|---|---|---------------|----------|-------------|--|--|--|
| <p><b>Equity 2B:</b><br/>Opportunity and access</p> | <p>We will ensure that students engage in and access high-quality, rigorous, and culturally relevant curriculum and instruction. Students will have multiple opportunities and access to gifted, remedial, and enrichment services.</p> | <ol style="list-style-type: none"> <li>1. Students will participate in SEL and restorative practices.</li> <li>2. Students will have access to ESOL and EIP support services.</li> <li>3. Students will have ongoing access to clubs and other extracurricular activities to enhance their performance academically, socially, and emotionally.</li> <li>4. Technology integration in all core and special area classes.</li> </ol> | <p>Alford Elementary School will have a 98% participation rate on the Universal Student Wellness Screener.</p> <p>The percent of students responding positively to the following student wellbeing EES survey items will increase by 3-5%. We will have an increase on the EES survey related to:</p> <ul style="list-style-type: none"> <li>● In this school, there is at least one adult who knows and cares about me (Baseline – 66%; Target- 70%)</li> <li>● Adults in this school help me plan and set goals for my future (Baseline- 48%; Target- 52%)</li> </ul> <p><b>Gifted &amp; Talented Representation</b><br/>The number of students enrolled in gifted and talented. We will increase the underrepresented student racial/ethnic groups.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Student Group</th> <th style="width: 33%;">Baseline</th> <th style="width: 33%;">Target Data</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Student Group | Baseline | Target Data |  |  |  |
| Student Group                                       | Baseline  | Target Data   |   |               |          |             |  |  |  |
|   |   |   |   |               |          |             |  |  |  |



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|---|-------------|-------------|---|-------------------|------------|-------------|----------|-------------|-------------|----|-------------|-------------|-----|-----------|------------|--|--|--|
|   |             |             | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">African Americans</td> <td style="padding: 5px;">6 students</td> <td style="padding: 5px;">11 students</td> </tr> <tr> <td style="padding: 5px;">Hispanic</td> <td style="padding: 5px;">10 students</td> <td style="padding: 5px;">15 students</td> </tr> <tr> <td style="padding: 5px;">EL</td> <td style="padding: 5px;">10 students</td> <td style="padding: 5px;">15 students</td> </tr> <tr> <td style="padding: 5px;">SWD</td> <td style="padding: 5px;">1 student</td> <td style="padding: 5px;">5 students</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> </table> | African Americans | 6 students | 11 students | Hispanic | 10 students | 15 students | EL | 10 students | 15 students | SWD | 1 student | 5 students |  |  |  |
| African Americans   | 6 students  | 11 students |   |                   |            |             |          |             |             |    |             |             |     |           |            |  |  |  |
| Hispanic  | 10 students | 15 students |   |                   |            |             |          |             |             |    |             |             |     |           |            |  |  |  |
| EL  | 10 students | 15 students |   |                   |            |             |          |             |             |    |             |             |     |           |            |  |  |  |
| SWD   | 1 student   | 5 students  |   |                   |            |             |          |             |             |    |             |             |     |           |            |  |  |  |
|   |             |             |   |                   |            |             |          |             |             |    |             |             |     |           |            |  |  |  |
| <p><b>LSPI 90 Day Update</b><br/> <b>The following strategies/practices have been implemented to ensure that we are consistently focusing on the “Opportunity and Access” goal.</b></p> <ol style="list-style-type: none"> <li>1. The administrators and coaches have conducted classroom walk-thrus to assess the Social Emotional Learning (SEL) segment which occurs daily from 8:20 - 8:50. The PBIS Lead Teacher sends a school-wide focus so that teachers are consistent with the lesson focus each day/week. These daily topics are integrated within the learning day to ensure that students are intentional about their academic and behavioral practices. In order to assist teachers with structuring healthy classroom communities, the district behavioral coach has been assigned to work with our school especially with new teachers and others that need extra support with classroom</li> </ol> |             |             | <p><b>Data Update on Available Measures</b></p> <p><b>Educational Effectiveness Survey (EES) Data results from the student and staff groups are not available at this time.</b></p>   |                   |            |             |          |             |             |    |             |             |     |           |            |  |  |  |

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management. The behavior coach has conducted walk-thrus in classrooms and has been coaching teachers and working on the following with them: Rules & Procedures; Planning and Organization; Student Engagement; Facilitating Effective Instruction. She will be conducting a school staff development session on behavioral strategies on Feb. 21st.

2. We participated in Working on the Work (WOW/Professional Learning) Days on the following dates to build and enhance teacher leadership capacity. The dates were: Oct. 24, 25, 27, 28, 31, and Nov. 1. During these sessions there was a major focus on content as well as on English Speakers Of Other Languages (ESOL) and Early Intervention Program (EIP) methods. These sessions will also be structured so that teachers can participate in lesson sharing and plan strategically for the remaining weeks in the second semester.
3. We have the following clubs that are meeting consistently each week. Students get an opportunity to build and maintain relationships with their peers and enhance their skill set in an academic, social and emotional manner. Art Club, Robotics, Readers' Rally, Music, Step Team (new), and Sports Team.
4. Teachers participate in the monthly Alford University sessions (Dec. 15, and Jan. 26) to enhance their technological skills. During these sessions, teacher leaders are modeling and sharing lessons to enhance classroom instruction and student engagement. With Title I Funds, we have been able to purchase interactive monitors for the computer labs and professional learning room. This allows teachers to have additional resources available for their lesson activities and their common planning sessions.

**LSPI 180 Day Update**

**Data Update on Available Measures**

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| <p><b>Effectiveness 3A:</b><br/>Results-Based Evaluation System</p> | <p>We will continue to exercise and implement best practices that yield positive outcomes of student success for overall school improvement. In Gwinnett County Public Schools, the Results Based Evaluation System promotes continuous quality improvement in the local school by identifying the areas of strength and those that need improvement.</p> | <p>1. Implement the MTSS Structure to support academic press and supportive community for each and every student.</p> <p>2. MTSS Committee will participate in vertical and cluster planning sessions to ensure intervention supports are occurring with fidelity across the school.</p> <p>3. Vertical teaming and content committees will be designed to support and increase small group instruction/classroom interventions.</p> <p>4. Peer Observations (Admire and Acquire Sessions) to enhance classroom instruction and student support methods.</p> | <p>Percent of students improving on district Milestones Benchmark between the first and second semester.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 20px;"> <thead> <tr> <th style="width: 5%;">E<br/>L<br/>A</th> <th style="width: 20%;">Milestones<br/>DA<br/>1<sup>st</sup> Semester</th> <th style="width: 20%;">Milestones<br/>DA<br/>2<sup>nd</sup> Semester</th> <th style="width: 35%;">% of students improving on Milestones<br/>DA</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3<br/>r<br/>d</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4<br/>t<br/>h</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5<br/>t<br/>h</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">M<br/>a<br/>t<br/>h</th> <th style="width: 20%;">Milestones<br/>DA<br/>1<sup>st</sup> Semester</th> <th style="width: 20%;">Milestones<br/>DA<br/>2<sup>nd</sup> Semester</th> <th style="width: 35%;">% of students improving on Milestones<br/>DA</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3<br/>r<br/>d</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4<br/>t<br/>h</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5<br/>t<br/>h</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | E<br>L<br>A | Milestones<br>DA<br>1 <sup>st</sup> Semester | Milestones<br>DA<br>2 <sup>nd</sup> Semester | % of students improving on Milestones<br>DA | 3<br>r<br>d |  |  |  | 4<br>t<br>h |  |  |  | 5<br>t<br>h |  |  |  | M<br>a<br>t<br>h | Milestones<br>DA<br>1 <sup>st</sup> Semester | Milestones<br>DA<br>2 <sup>nd</sup> Semester | % of students improving on Milestones<br>DA | 3<br>r<br>d |  |  |  | 4<br>t<br>h |  |  |  | 5<br>t<br>h |  |  |  |
|---|---|--|---|-------------|--|--|---|-------------|--|--|--|-------------|--|--|--|-------------|--|--|--|------------------|--|--|---|-------------|--|--|--|-------------|--|--|--|-------------|--|--|--|
| E<br>L<br>A   | Milestones<br>DA<br>1 <sup>st</sup> Semester  | Milestones<br>DA<br>2 <sup>nd</sup> Semester   | % of students improving on Milestones<br>DA   |             |  |  |   |             |  |  |  |             |  |  |  |             |  |  |  |                  |  |  |   |             |  |  |  |             |  |  |  |             |  |  |  |
| 3<br>r<br>d   |   |  |   |             |  |  |   |             |  |  |  |             |  |  |  |             |  |  |  |                  |  |  |   |             |  |  |  |             |  |  |  |             |  |  |  |
| 4<br>t<br>h   |   |  |   |             |  |  |   |             |  |  |  |             |  |  |  |             |  |  |  |                  |  |  |   |             |  |  |  |             |  |  |  |             |  |  |  |
| 5<br>t<br>h   |   |  |   |             |  |  |   |             |  |  |  |             |  |  |  |             |  |  |  |                  |  |  |   |             |  |  |  |             |  |  |  |             |  |  |  |
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|   |                     | <p>5. New Teacher Induction Committee will meet to ensure that new teachers are receiving “Just-in-time” strategies and methods to implement quality instruction and support students consistently.</p> | <p>A CCRPI Progress score (Milestones/ACCESS Growth) of 80 or higher will be used to determine if students are growing at a typical or high level in ELA and Math as well as in English language proficiency among our English Learners (via ACCESS).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">CCRPI Progress Score</th> <th style="text-align: center;">ELA Content Mastery</th> <th style="text-align: center;">Math Content Mastery</th> <th style="text-align: center;">ACCESS Proficiency Progress Toward Language Proficiency</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Baseline:<br/>82.9%</td> <td style="text-align: center;">Baseline:<br/>65.0%</td> <td style="text-align: center;">Baseline:<br/>74.0%</td> <td style="text-align: center;">Baseline:<br/>98.7%</td> </tr> <tr> <td style="text-align: center;">Target Goal:<br/>80%</td> <td style="text-align: center;">Target Goal:<br/>68%</td> <td style="text-align: center;">Target Goal:<br/>77%</td> <td style="text-align: center;">Target Goal:<br/>95%</td> </tr> </tbody> </table> | CCRPI Progress Score | ELA Content Mastery | Math Content Mastery | ACCESS Proficiency Progress Toward Language Proficiency | Baseline:<br>82.9% | Baseline:<br>65.0% | Baseline:<br>74.0% | Baseline:<br>98.7% | Target Goal:<br>80% | Target Goal:<br>68% | Target Goal:<br>77% | Target Goal:<br>95% |
|---|---------------------|---|--|----------------------|---------------------|----------------------|---|--------------------|--------------------|--------------------|--------------------|---------------------|---------------------|---------------------|---------------------|
| CCRPI Progress Score  | ELA Content Mastery | Math Content Mastery  | ACCESS Proficiency Progress Toward Language Proficiency  |                      |                     |                      |   |                    |                    |                    |                    |                     |                     |                     |                     |
| Baseline:<br>82.9%  | Baseline:<br>65.0%  | Baseline:<br>74.0%  | Baseline:<br>98.7%   |                      |                     |                      |   |                    |                    |                    |                    |                     |                     |                     |                     |
| Target Goal:<br>80%   | Target Goal:<br>68% | Target Goal:<br>77%   | Target Goal:<br>95%  |                      |                     |                      |   |                    |                    |                    |                    |                     |                     |                     |                     |
| <p><b>LSPI 90 Day Update</b><br/> <b>The following strategies/practices have been implemented to ensure that we are consistently focusing on the “Results-Based Evaluation System ” goal.</b></p> <ol style="list-style-type: none"> <li>1. The MTSS Team has met on a consistent basis to build the capacity of the team leads. In addition, the MTSS Lead Teacher has attended district staff development sessions to obtain information and strategies to support her role as the lead MTSS Teacher. In addition, she has collaborated on a</li> </ol> |                     |   | <p><b>Data Update on Available Measures</b></p> <p>The <b>Middle of the Year iReady Diagnostic Screener results</b> are as follows:</p> <p><b><u>Window 2 (Reading)</u></b></p>  |                      |                     |                      |   |                    |                    |                    |                    |                     |                     |                     |                     |

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continuous basis with district support staff for guidance and ideas for the local school team. The MTSS Team members have all registered to complete the district's Restorative Practices Training . With the structures of the MTSS Team, the lead teachers have been facilitating grade level support and interventions.

2. Thus far, there has only been one cluster vertical MTSS Team Meeting. However, the leads are in contact to share ideas and best practices to support the work in all Discovery Cluster Schools.
3. The next MTSS WOW Day is scheduled for Feb. 24th. For this meeting, we will assess our growth on the American Institutes for Research (AIR) Rubric for MTSS Implementation/Structures. In addition, we will also focus on the Tier 2 and Tier 3 Interventions as well as complete protocols that allow us to look at school-wide data from the academic and wellness screeners.
4. Thirty teachers and support staff have conducted Admire and Acquire Sessions. With these opportunities, teachers are able to observe in other classrooms and obtain ideas and strategies to enhance their craft and practices in terms of classroom delivery methods.
5. We have a teacher leader that serves as the New Teacher Induction Lead. She has met with teachers on Jan. 20 and Feb. 10 to discuss best practices and provide helpful information to improve classroom instruction and classroom community. In December, new teachers were celebrated and honored for completing the 1st semester (half of the school year). They are still working closely with their mentors, grade level contacts, and grade level colleagues in order to improve their practice. They have also participated in performance discussions and data conversations with the principal and assistant principals.

13%- Mid or Above Grade Level  
 15%- Early on Grade Level  
 43%- One Grade Level Below  
 17%- Two Grade Levels Below  
 12%- Three or More Grade Levels Below

**Window 2 (Math)**

8%- Mid or Above Grade Level  
 12%- Early on Grade Level  
 52%-One Grade Level Below  
 17%- Two Grade Levels Below  
 11%- Three or More Grade Levels Below

Data from **Mid-Year GCPS Milestones Benchmark** reflect the following performance:

| ELA        | Milestones DA First Semester |
|------------|------------------------------|
| <b>3rd</b> | <b>42%</b>                   |
| <b>4th</b> | <b>46%</b>                   |
| <b>5th</b> | <b>44%</b>                   |

| Math       | Milestones DA First Semester |
|------------|------------------------------|
| <b>3rd</b> | <b>41%</b>                   |

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|  |  |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><b>4th</b></td> <td style="width: 50%; text-align: center;"><b>47%</b></td> </tr> <tr> <td style="text-align: center;"><b>5th</b></td> <td style="text-align: center;"><b>37%</b></td> </tr> </table>   | <b>4th</b> | <b>47%</b> | <b>5th</b> | <b>37%</b> |
| <b>4th</b>   | <b>47%</b>   |  |   |            |            |            |            |
| <b>5th</b>   | <b>37%</b>   |  |   |            |            |            |            |
| <b>LSPI 180 Day Update</b>   |  |  | <b>Data Update on Available Measures</b>  |            |            |            |            |
| <p><b>Excellence 4C:</b><br/>World-class communications and engagement</p> | <p>We will demonstrate world-class communication and engage with our stakeholders by modeling transparent two-way communication.</p> | <ol style="list-style-type: none"> <li>1. Provide ongoing informational sessions and workshops to increase parental capacity.</li> <li>2. Invite and engage with families and business partners during school-wide events such as Curriculum Night, Literacy Night, Math Night, STEM Night, Career Day, and Awards Ceremonies.</li> <li>3. Strategically use social media and digital communications to connect with all stakeholders. This</li> </ol> | <p>The percent of family participation with the EES Survey will increase (<b>Total respondents- Baseline 61 respondents /Completion Rate- Baseline 16%; Target 65 respondents/ Completion Rate -Target 19%</b>).</p> <p>Percent of families responding positively to the following family satisfaction EES Family survey items will increase by 3-5%.</p> <ul style="list-style-type: none"> <li>● Parents/families have input into plans for improving this school (Baseline- 78%; Target- 81%)</li> <li>● I am encouraged to collaborate with my student’s teachers about my student’s learning (Baseline- 78%; Target- 81%)</li> <li>● My student is challenged with a rigorous course of study at this school (Baseline – 67.9%; Target – 70.9%)</li> </ul> |            |            |            |            |

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|  |  |  |   |
|--|--|--|---|
|  |  | <p>includes ensuring that the communications are delivered in multiple languages.</p> <p>4. Elevate student voice by including students in surveys, councils, and school leadership teams to share their feedback.</p> <p>5. Share school data and progress with business partners, local school council, and PTA.</p> | <ul style="list-style-type: none"> <li>● The schoolwork my student is assigned is relevant to their future success (Baseline – 77.0%; Target – 80.0%)</li> <li>● Teachers accommodate my student’s individual needs by adjusting instruction (Baseline- 77.4%; Target- 80.4%)</li> </ul> <p>Alford Elementary School will have a 98% participation rate on the Universal Student Wellness Screener.</p> |
| <p><b>LSPI 90 Day Update</b><br/> <b>The following strategies/practices have been implemented to ensure that we are consistently focusing on the goal “World-class communications and engagement.”</b></p> <p>1. The Parent Instructional Coordinator (PIC) and Parent Liaison have continued with offering weekly Play 2 Learn Sessions for parents. This ensures that we are building the capacity of our parents in terms of instruction and academic/behavioral child development. Also, the Parent Liaison has conducted weekly English classes for our Spanish Speaking families. Title I money was used to purchase manuals for all participating families.</p> |  | <p><b>Data Update on Available Measures</b></p> <p><b>Educational Effectiveness Survey (EES) Data results from the student and staff groups are not available at this time.</b></p>  |   |

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2. We held our holiday concert for parents on Dec. 8th. Students were able to perform songs representing a variety of cultures and customs. Parents were engaged and very complimentary of the performance. As a school, we collaborated with the cluster schools to conduct our first STEM Cluster Fair. It was held at Discovery High School on Jan. 24th, and it was a huge success. We have our Awards Day Breakfast scheduled for Feb. 24 to recognize students academically and behaviorally.
3. Teachers continue to communicate with their parents in a variety of modes. The majority are utilizing Class DoJo to inform parents about classroom information/updates, instructional strategies, and student performance. In addition, teachers are making ongoing courtesy calls to parents in order to inform them of their child's academic and behavioral performance.
4. The Student Leadership Team President meets regularly with the team in order to hear student concerns and suggestions. She meets consistently with the principal to share concerns. In addition, she serves as a news anchor on Fridays to communicate student shout-outs on the morning announcements in order to enhance student engagement and sense of belonging.
5. The Local School Council continues to meet in order to discuss school performance and areas of improvement. The majority of the members are parents and they bring great suggestions for ways to improve the school.

**LSPI 180 Day Update**

**Data Update on Available Measures**