

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

**School: Baggett Elementary School      Principal: Mitch Green**

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 growth factors. Consider the ones below...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)
<b>Empathy 1B:</b> Staff and student wellbeing	Student and staff wellbeing are the foundation of a successful school. This component of empathy ensures that others understand the feelings of another person and allow that person to place	<ol style="list-style-type: none"> <li>1. Support Social-Emotional Learning (SEL)//Wellness among students by holding weekly class meetings and through the implementation of a schoolwide SEL/Wellness program.</li> <li>2. Establish a collaborative learning space to serve teachers.</li> <li>3. Expand Positive Behavior Interventions and Supports (PBIS)</li> </ol>	Key Performance Indicators (KPI) - Student Survey – Improved average performance across the following questions: <ol style="list-style-type: none"> <li>1) I feel safe at school</li> <li>2) I enjoy coming to this school</li> <li>3) I am hopeful about my future</li> <li>4) I can calm myself down when I am excited or upset</li> </ol> Baseline - 70.75%, Target - 71.25%

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	<p>themselves in the other's position. This is the entry point in creating a culture where staff and students feel a sense of belonging and safety. In this, it is critical to promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.</p>	<p>into the classroom to include internal reward systems and schoolwide expectations. Expand into transportation through Bus of the Week (every 2 weeks). Establish a home for PBIS store with rewards for positive performance.</p> <ol style="list-style-type: none"> <li>4. Establish theme of Growing Greatness and the project – Exploring the Roots of Our Greatness to further develop a sense of belonging.</li> <li>5. Develop and calendarize award ceremonies at MOY and EOY to recognize student achievement in multiple areas.</li> </ol>	<p>KPI – Staff Support – Improved average performance across the following questions:</p> <ol style="list-style-type: none"> <li>1) When there is a problem in my school, we talk about how to solve it</li> <li>2) My principal/administrator cares about me as a person</li> <li>3) My principal facilitates systems/processes to support school improvement;</li> <li>4) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)</li> </ol> <p>Baseline - 70.25% , Target - 72%</p>
<p><b>LSPI 90 Day Update -</b>            In terms of our implementation plan, below, please find our action items and our accomplishments.</p> <ol style="list-style-type: none"> <li>1. <b>Support SEL/Wellness among students by holding weekly class meetings and through the implementation of a schoolwide SEL/Wellness program.</b> - This has been accomplished thus far this school year. Each Monday, teachers are holding class meetings. Every Friday, teachers are leading students in our Tier I SEL program, Freeing Freddie. As part of our Restorative Practices, students participate in Navigate 360 and Restorative Circles to support their social/emotional well-being.</li> <li>2. <b>Establish a collaborative learning space to serve teachers.</b> - This space has been established and designed to maximize teacher wellbeing. Supportive resources for this space are currently being received and a final order for the resources for this space has</li> </ol>			<p><b>Data Update on Available Measures</b>            At this point of the year, both staff and students have participated in the Educational Effectiveness Survey (EES) that will produce the data to truly measure the KPIs for both staff and students. It should be noted that despite the fact these surveys are closed, data has yet to be compiled by the system, and therefore, data for these two KPIs are not available.</p>

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<p>recently been placed. This space is set to be open before the end of February for teacher and staff use.</p> <p>3. <b>Expand PBIS into the classroom to include internal reward systems and schoolwide expectations. Expand into transportation through Bus of the Week (every 2 weeks). Establish a home for PBIS store with rewards for positive performance.</b> - These PBIS-related implementation steps have been accomplished. Teachers have embraced PBIS in their classrooms and have established two additional universals - Give me Five and Ready Line. Bus of the Week is being awarded every two weeks. Winning buses are announced on Titan Talk Live, our daily news program. Buses travel the cluster with their Baggett Bus of The Week magnet on the side of the bus, announcing to all their accomplishment. Our PBIS store is in a mobile at the moment, a space has been secured for the store.</p> <p>4. <b>Establish theme of Growing Greatness and the project.</b> – Exploring the Roots of Our Greatness to further develop a sense of belonging. - The theme of Growing Greatness continues to inspire our actions this school year. We continue to explore teacher and staff roots in our faculty meetings.</p> <p>5. <b>Develop and calendarize award ceremonies at MOY and EOY to recognize student achievement in multiple areas.</b> - Award ceremonies were held at the end of the 1st semester. Students were recognized in a range of categories for both their excellence in supporting the Academic Press as well as the Supportive Community. Award Ceremonies for 2nd semester have already been placed on the calendar.</p>		<p>That said, year over year comparison data (August-Jan) in the area of student discipline is indicative of a 66% reduction in incidents.</p> <p>Observational data also indicates that weekly class meetings and weekly Freeing Freddie SEL (Tier I Instruction) is pervasive. Teachers have accomplished moving through the first 6 adventures in Freeing Freddie and are currently in Adventure 7.</p>
<p><b>LSPI 180 Day Update</b></p>		<p><b>Data Update on Available Measures</b></p>
<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>In order to ensure the success of each and every student, we need to redesign a comprehensive framework to fully operationalize a</p>	<p>1. Adjust staffing to include additional support staff, an Multi-Tiered System of Supports (MTSS) lead, a part-time Parent Instructional Coordinator, and an additional Counselor</p> <p>KPI Student improvement. Reducing inequity and seeing the success of each and every student entails an overall reduction in the students scoring at the beginning level on the Georgia Milestones Assessment System (GMAS). Baseline - 45% beginning Target - 40% beginning</p>

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	<p>multi-tiered system of supports. Such a redesign will address academic and non-academic student needs, remove barriers to success and reduce educational inequity, providing students and staff with targeted supports and enrichment that increase opportunities to succeed.</p>	<ol style="list-style-type: none"> <li>2. Encourage participation in various endorsements including Coaching and Science, Technology, Engineering, and Math (STEM) to support reduction of educational inequity.</li> <li>3. Redesign and implement a roadmap for MTSS at Baggett ES including quality Tiered instruction universal screeners, interventions on both the academic press and supportive community sides, as well as progress monitoring.</li> </ol>	<p>KPI - English Language Learning (ELL) Progress towards Language Proficiency. With 49% of our current student population qualifying and receiving English for Speakers of Other Languages (ESOL) services, this subgroup is a critical component to our school's success. In this, we are looking to increase our ELL students' progress toward language proficiency. Baseline - 72% Target - 74%</p>
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### LSPI 90 Day Update

In terms of our implementation plan, below, please find our action items and our accomplishments.

1. **Adjust staffing to include additional support staff, an MTSS lead, a part-time Parent Instructional Coordinator, and an additional Counselor.** These positions have not only been staffed, but those individuals in these positions are exceeding expectations.
2. **Encourage participation in various endorsements including Coaching and STEM to support reduction of educational inequity.** Currently, Baggett ES has a total of 5 teachers participating in the Coach Endorsement and an additional two teachers participating in the STEM endorsement as well as three in the Gifted Endorsement Program. The two in the STEM endorsement are leading efforts at two separate grade levels in the area of STEAM, serving on our STEAM committee and facilitating the development of quality project-based learning activities (PBLs) at each grade level.
3. **Redesign and implement a roadmap for MTSS at Baggett Elementary School. including quality Tiered instruction, universal screeners, interventions on both the academic press and supportive community sides, as well as progress monitoring.** This roadmap has been carefully developed. The MTSS plan for 2023-24 is already being

### Data Update on Available Measures

Language proficiency is dependent upon results from the ACCESS assessment, the collective name for WIDA's suite of summative English language proficiency assessments. The administration of the ACCESS takes place in late January through the end of February. At this point in time, the main administration has been accomplished. Baggett will continue to assess any new enrollees who qualify for ESOL services through the end of February. In this, no ACCESS data is available to measure students' progress toward language proficiency.

It is important to note that our percentage of students qualifying for ESOL services has

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<p>revised to include additional intervention tools to ensure that each student’s needs are being met. All grade level classrooms are participating in their grade level assigned universal screeners including MAP, mClass - Dibels, and the EES student wellness and student survey.</p>		<p>increased since the inception of this LSPI. This population is now 52% of our total student population.</p> <p>No specific data is available for our ESOL population. There is, however, data available in MAP for our Hispanic population which makes up the vast majority of our ESOL population. This data demonstrates great progress in the following areas:</p> <p>1st Grade Reading - Beginning performance - Decrease of 4%, (from 45% to 41%).</p> <p>2nd Grade Reading - Distinguished performance - Increase of 4% (from 5% to 9%).</p> <p>3rd Grade Reading - Beginning performance - Decrease of 8%, (from 47% to 39%).</p>	
<p><b>LSPI 180 Day Update</b></p>		<p><b>Data Update on Available Measures</b></p>	
<p><b>Equity 2B:</b> Opportunity and access</p>	<p>In a school where poverty is a significant factor, it is critical to ensure that our students have the same opportunities and access to rich educational experiences as others. To accomplish this, we</p>	<ol style="list-style-type: none"> <li>1. Expand arts offerings as part of Discovery Rotation.</li> <li>2. Grow partnership with the Alliance Theatre beyond Kindergarten classrooms.</li> <li>3. Increase Project-Based Learning (PBL) to include 2 PBLs per school year at each grade level.</li> <li>4. Expand extra-curricular activities and opportunities for students to</li> </ol>	<p>KPI - We believe that giftedness and poverty are two separate measures and should not be related. We know that the gifted students are here and that identification is dependent upon building a successful pipeline. We are seeking to increase the percentage of gifted qualified students</p> <p>Baseline - 4%</p> <p>Target - 5%</p>

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	<p>must expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework and enrichment activities.</p>	<p>demonstrate their learning to a true audience.</p> <ol style="list-style-type: none"> <li>5. Participate in schoolwide literacy pilot (Foundations and Wit &amp; Wisdom) to ensure high-quality, rigorous academic program. Provide additional Professional Learning to ensure quality implementation.</li> <li>6. Expand the bilingual section of the Media Center.</li> <li>7. Extended Learning Program to impact student performance in Math and ELA</li> <li>8. Provide student access to quality core content support and differentiated instruction through various online applications.</li> <li>9. Provide talent development program during Titan Time to help increase creativity, critical thinking, and collaboration measures.</li> </ol>	<p>KPI - Building a supportive community and reaching each and every means supporting those in need outside of the academic realm and engaging students in high-quality education experiences. In this, we intend to reduce the number of students who receive an In-School Suspension (ISS) or Out-of-School Suspension (OSS).          Baseline - 47 students          Target - 37 students</p>
<p><b>LSPI 90 Day Update</b>          In terms of our implementation plan, below, please find our action items and our accomplishments.</p> <ol style="list-style-type: none"> <li>1. <b>Expand arts offerings as part of Discovery Rotation.</b> - Currently we have 5 Arts teachers on staff - 2 music teachers, 1 visual art teacher, 1 theater teacher, and 1 dance teacher. This is an increase of 1 over last school year and an increase of 3 from the 2020-21 school year.</li> <li>2. <b>Grow partnership with the Alliance Theatre beyond Kindergarten classrooms.</b> - This too has been accomplished as our 1st grade classrooms are participating in this arts experience.</li> </ol>		<p><b>Data Update on Available Measures</b>          At this midpoint of the school year, Baggett has already increased our gifted percentage to the desired level, from 4% to 5.1%. A total of 53 students of the 1031 enrolled students are qualified. Additionally, we expect that additional students will qualify for the gifted program. An additional 30 students are ready for additional</p>	

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<p>3. <b>Increase Project-Based Learning to include 2 PBLs per school year at each grade level.</b> - Each grade level is set to participate fully in 2 PBLs during this school year. Students presented their first semester PBLs at the close of the semester in an activity we called Informances. 2nd semester PBLs have been planned and are currently being rolled out. Quality collaboration is in place across the grade level team as well as with the Discovery team to ensure the universality of each PBL.</p> <p>4. <b>Expand extra-curricular activities and opportunities for students to demonstrate their learning to a true audience.</b> - Thus far this school year, we have expanded our extra-curricular activities to include basketball and cheerleading (intramural) and a school musical production, Blast Off!, a Science, Technology, Engineering, the Arts, and Math (STEAM) play that opened at Discovery High School on February 2nd. Students in 2nd and 3rd grade will have an opportunity to see the play on Friday, February 10th. Through their 1st semester Informances, students had the opportunity to communicate their learning to students from another grade level and to our greater community.</p> <p>5. <b>Participate in schoolwide literacy pilot (Foundations and Wit &amp; Wisdom) to ensure high-quality, rigorous academic program. Provide additional Professional Learning to ensure quality implementation.</b> - Baggett ES is participating in the district literacy pilot. We have to this point already accomplished the professional learning component of this implementation step. Consultants from both Wit &amp; Wisdom and Foundations have been to Baggett to support implementation. Baggett has paid for a visit each from Wit &amp; Wisdom and Foundations. Baggett has also partnered with other schools to share success and challenges across the pilots. Baggett also opened our doors for other schools to come and see Wit &amp; Wisdom and Foundations.</p> <p>6. <b>Expand the bilingual section of the Media Center.</b> - Our Media Specialist is currently finalizing our list of books to be purchased, a list that will include additional titles that are Spanish only or bilingual. Additionally, we have set up a page on the Baggett eClass page - Baggett Bedtime stories, where the principal has recorded videos of him reading picture books. We are including Spanish titles in these videos as well. Fourteen books are currently captured in Baggett Bedtime Stories.</p> <p>7. <b>Extended Learning Time Program to impact student performance in Math and ELA.</b> The first semester ELT Program was successfully implemented, whereby two teachers from grade levels 1st-5th worked on either Math or Language Arts with a specific group of</p>	<p>testing that may lead to qualification. We anticipate that half of these students will eventually qualify, bringing our anticipated total to 68 students or 6.6% of our total population.</p> <p>In regard to student discipline, it is important to know that only 6 students have received OSS at this point in the school year. It remains to be seen how many will eventually receive a second or more time of OSS as well as how many students who have yet to receive an OSS will receive OSS twice for separate issues between now and the end of the school year. It seems highly likely that we will exceed this goal.</p> <p>It should be noted that the total number of students who have received an ISS or OSS consequence at this point in the school year is only 8 students. At this point in the year last year, there were 21 students who had received such a consequence. The data seems to suggest that we will exceed our goal in this area as well.</p>
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<p>students. This was accomplished over 5 Saturday School sessions. For the 2nd semester, the ELT program has already started. It is scheduled to run 5 sessions as well and serve those students who are on the cusp of moving from a beginning to a developing level of performance on the GA Milestones. In addition to ELT, tutoring is taking place three times weekly in the afternoons. This is yet another opportunity for us to meet the needs of students and families.</p> <p>8. <b>Provide student access to quality core content support and differentiated instruction through various online applications.</b> - Students have access to many targeted applications. They are primarily using Reading Eggs, Math Seeds, as well as the district provided i-Ready and Amplify. The implementation of these applications is closely monitored and is currently being evaluated for effectiveness.</p> <p>9. <b>Provide talent development program during Titan Time to help increase creativity, critical thinking, and collaboration measures.</b> - Students who have not yet qualified for the gifted program but show high levels of achievement in their standardized testing (MAP) are provided additional support during Titan Time to help increase creativity, critical thinking and collaboration results. These students are seen daily during Titan Time, 3 days per week for 30 minutes each session.</p>		
<b>LSPI 180 Day Update</b>		<b>Data Update on Available Measures</b>
<b>Effectiveness 3A:</b> Results-Based Evaluation System	In order to respond to the diverse needs of a growing community, we must redesign the Results-Based Evaluation System (RBES). We will accomplish this by redefining the inputs, behaviors, and outcomes that determine the	<ol style="list-style-type: none"> <li>1. Revise learning walk process to include frequent classroom walk throughs and feedback to teachers.</li> <li>2. Align coaching cycles with teacher growth opportunities.</li> <li>3. Expand upon data usage to respond to Measures of Academic Performance (MAP), Common Formative Assessments (CFAs), Dibels, and Milestones Predictors</li> </ol>
		<p>KPI - Overall improvement of CCRPI Score. Baseline - 2018 - 66.6 2019 - 79.2 Target - 79.6</p> <p>KPI - Staff Survey - Overall improvement on the average response to the following questions:</p> <ol style="list-style-type: none"> <li>1. There is a consistent vision of school improvement throughout this district</li> <li>2. This district facilitates systems and programs to support school improvement</li> </ol>

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	standards for student success.		<p>3. District administrators demonstrate commitment to improved student learning</p> <p>Baseline - 79%</p> <p>Target - 80%</p>
<p><b>LSPI 90 Day Update</b></p> <p>In terms of our implementation plan, below, please find our action items and our accomplishments.</p> <ol style="list-style-type: none"> <li>1. <b>Revise learning walk process to include frequent classroom walk throughs and feedback to teachers.</b> - Throughout the 1st semester, the admin team participated in many walkthroughs of classrooms and provided positive feedback to the teachers as they were taking on so many new things: literacy pilot, PBL informances, 2 new assessment platforms, new discipline guidelines. It is our plan to adjust these in two manners for 2nd semester, to provide consistent monitoring and pointed feedback in the following areas: Class Meetings, SEL implementation, Titan Time differentiation, small group instruction, lower rope literacy instruction for K-3 teachers. Additionally, we intend to provide quality, improvement-based feedback to teachers now that the newness of implementation is accomplished.</li> <li>2. <b>Align coaching cycles with teacher growth opportunities.</b> - Coaches have and will continue to prioritize coaching cycles that align with teacher growth. 35 teachers have been positively impacted through coaching cycles. So too, the district has provided an additional math coach for the 3rd quarter of the school year. Her efforts too are aligned with teacher and grade level improvement.</li> <li>3. <b>Expand upon data usage to respond to MAP, CFAs, Dibels, and Milestones Predictors.</b> - Teachers are actively using data from these new tools to help guide instruction. As an example, teachers recently participated in MAP training to analyze the middle of the year MAP growth and achievement data. They used the Quadrant report to determine which students experienced better than expected, expected, or less than expected growth over the 1st semester. Additionally, they are using the Learning Continuum in order to help form small groups. This then led to questioning which strategies should be implemented at the student, classroom, and grade level in order to best impact student achievement.</li> </ol>			<p><b>Data Update on Available Measures</b></p> <p>KPI data for CCRPI is not available for this school year. It is anticipated that the State will not be providing an overall cumulative score for the CCRPI this school year.</p> <p>Although the Staff Survey has been completed, the results of the staff survey are not yet available through the EES website.</p>
<p><b>LSPI 180 Day Update</b></p>			<p><b>Data Update on Available Measures</b></p>

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<p><b>Excellence 4A:</b> Preferred education destination</p>	<p>Being the preferred education destination is not only something that the district is striving for. Rather, Baggett Elementary School is looking to be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers. Despite the fact that we are a newer school, we have a clear and innovative vision and the programs and resources to make the vision a reality.</p>	<ol style="list-style-type: none"> <li>1. Further develop and solidify emerging Parent Teacher Association (PTA).</li> <li>2. Expand community partnership through Food/Clothing/Supply Pantry, PBIS program, Family Center classes, Business Partners.</li> <li>3. Expand and promote STEAM program through additional arts classes, STEAM resources, Informances, productions, and partnerships.</li> <li>4. Increase positive communication with parents through teacher phone calls, positive postcards, School Messenger texts.</li> </ol>	<p>KPI - Receiving family feedback is critical to understanding their thoughts about our performance. In this, we are looking to increase the Family Participation on the Family Survey. Baseline - 101 families Target - 140 families</p> <p>KPI - Student Satisfaction - Overall average improvement on the following questions on the Student Survey:</p> <ol style="list-style-type: none"> <li>1. Adults in this school help me plan and set goals for my future</li> <li>2. Work I do in this school is useful and interesting to me</li> <li>3. This school is doing a good job of preparing me to succeed in my life</li> </ol> <p>Baseline - 71.3% Target - 72.3%</p>
<p><b>LSPI 90 Day Update</b> In terms of our implementation plan, below, please find our action items and our accomplishments.</p> <ol style="list-style-type: none"> <li>1. <b>Further develop and solidify emerging PTA.</b> - As of this 90 Day Update, Baggett Elementary School's PTA is now fully functional. This implementation step The Baggett PTA has held a number of engaging activities to help build community. These include the easier to pull off Spirit Nights at restaurants and activity centers as well as an event at the school - Trunk or Treat just prior to Halloween. These events have been very successful community builders. PTA was involved in helping with tickets to our school musical Blast Off! at Discovery High School. They have already planned a Father-Daughter Dance for this coming Friday and are working to support the school with our upcoming Talent Show and</li> </ol>		<p><b>Data Update on Available Measures</b> Although the Student Survey has been completed, the results of this survey are not yet available through the EES platform.</p> <p>Family Survey data is also not yet available through the EES platform.</p>	

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Annual Movie Night. In terms of finances, they have succeeded in establishing a bank account this school year, a budget, and a Square account.

2. **Expand community partnership through Food/Clothing/Supply Pantry, PBIS program, Family Center classes, Business Partners.** - Community partnerships have expanded this year as have the offerings through our family center including English classes (with the addition of two semester-long classes), parent involvement workshops (an increase of 4), and an additional Play 2 Learn weekly class. Six additional partnerships have been secured through our PBL efforts including the City of Lawrenceville, Gwinnett Clean and Beautiful, Green and Healthy Schools, and other sole proprietors who have shared their expertise about honey bees, butterflies, erosion, and food waste to name but a few. It should also be noted that the partnership with the Alliance Theatre has also been expanded to include K and 1st grade classrooms.
3. **Expand and promote STEAM program through additional arts classes, STEAM resources, Informances, productions, and partnerships.** - These have all been accomplished. In regards to the arts classes, this school year, we added an additional music teacher and a dance teacher. Additional STEAM resources have also been acquired including an outdoor aquaponics system as well as a smaller indoor aquaponics system, and two greenhouses. A third greenhouse and a 3-Bin Compost system are ready for construction and use.
4. **Increase positive communication with parents through teacher phone calls, positive postcards, School Messenger texts.** - Teachers are regularly sending positive notes home. In fact, weekly those leading Collaborative Learning Teams (CLT) have institutionalized this as the first thing that they do when they arrive to CLT. Additionally, the school has acquired the rights to send text messages to families through School Messenger. We are now sending our monthly Baggett Banner directly to families through this system, saving us money and time on printing. It is such that the Baggett Technology Committee has recently had their eye on sending too many communications to parents through School Messenger. We continue to work with teachers to increase their communication via phone. The Family Center is sending weekly communication tips directly to parents and through Instagram.

LSPI 180 Day Update

Data Update on Available Measures

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