

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

**School: Ferguson Elementary      Principal: Altonise Henfield**

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)														
<b>Empathy 1B:</b> Staff and student wellbeing	Ferguson Elementary will promote student and staff wellbeing by focusing on social and emotional learning (SEL), promoting self-care activities and prioritizing mental and physical health.	<ol style="list-style-type: none"> <li>1. Utilize Wellness Screener data to provide student supports</li> <li>2. Provide SEL professional development for staff</li> <li>3. Provide SEL student lessons</li> <li>4. APEX (community-based support organization) provides school-based interventions for students</li> <li>5. Provide materials for classroom Wellness Kits</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Indicator</th> <th style="text-align: center;">SY 2022 Baseline</th> <th style="text-align: center;">SY 2023 Target</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><b>EES Student Survey Item:</b> <i>I enjoy coming to this school.</i></td> <td style="text-align: center;">34% Positive</td> <td style="text-align: center;">44% Positive</td> </tr> <tr> <td style="text-align: left;"><b>EES Student Survey Item:</b> <i>I am hopeful about my future.</i></td> <td style="text-align: center;">77%</td> <td style="text-align: center;">81%</td> </tr> <tr> <td style="text-align: left;"><b>EES Staff Survey Item:</b> <i>When there is a problem in our</i></td> <td style="text-align: center;">48%</td> <td style="text-align: center;">52%</td> </tr> </tbody> </table>	Indicator	SY 2022 Baseline	SY 2023 Target	<b>EES Student Survey Item:</b> <i>I enjoy coming to this school.</i>	34% Positive	44% Positive	<b>EES Student Survey Item:</b> <i>I am hopeful about my future.</i>	77%	81%	<b>EES Staff Survey Item:</b> <i>When there is a problem in our</i>	48%	52%		
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<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>						
<p><b>Implementation Design Progress:</b>                  The SEL committee at Ferguson, led by our local school SEL lead organized district staff development that was delivered to all homeroom teachers by the GCPS district SEL Team. At this time, wellness kits were provided to homeroom teachers. Since then, additional kits have been created, and will soon be provided to all special area and SPED teachers to be utilized in their classrooms.</p> <p>All FES three counselors have now received Restorative Practices training through the district office. The Ferguson leadership team, as well as the rest of the identified Restorative Practices team will receive Restorative Practices training in preparation for the 2023-2024 school year. In January 2023, we unveiled our FES Wellness Room.</p> <p>With the assistance of a teacher leader, the FES Student Council achieved their goal of purchasing a large refrigerator to house the refrigerated Share Table food that would otherwise be thrown away. The funds for this refrigerator were obtained from shoe donations, an EPIC donation, and bracelet sales.</p> <p>Partnerships with a local faith-based organization (Nothing But the Truth Ministries at</p>			Data will be available on the 180 day update.						

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Hebron Baptist Church) have been established and provide food bags every Friday to thirty-two families who indicated a need.

Joyful Learning continues to be implemented in K and 1st classrooms. This is an initiative that enables students to start their mornings collaborating and engaging with their peers through strategic play. This is a diversion from the traditional morning work model that provides a less-structured environment and one that encourages students to make independent learning choices. In addition, it allows for students to freely communicate with one another which in turn helps to further build a positive learning environment.

Teachers continue to recognize Mustangs of the Week. Students are recognized by grade level and awarded certificates for exhibiting positive behavior aligned to our PBIS matrix. Since the beginning of the school year, about 653 students were recognized in their homeroom as Mustang of the Week and about 540 students recognized by their Special Areas Teacher since it started in September.

The last staff wellness event (Game Night) was held in November.

**Implementation Design Next Steps:**

We are looking forward to analyzing student and staff survey data that will be available to us in the upcoming weeks.

A future staff wellness event for the second semester will be planned.

**Equity 2A:**

Multi-tiered system of supports (MTSS)

Ferguson ES will implement academic and nonacademic Multi-tiered Systems Supports (MTSS) to address students' needs.

1. Establish and monitor Tier I Instructional Essentials for all classrooms
2. Conduct MTSS Team meetings to identify academic and social-emotional tiered supports

Indicator	SY 2022 Baseline Data	SY 2023 Target Data
<b>MTSS Screening iReady Math</b>	N/A	95%
<b>MTSS Screening iReady Reading</b>	N/A	95%

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

**School: Ferguson Elementary**

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		<ol style="list-style-type: none"> <li>3. Conduct Response to Intervention (RTI) meetings to monitor students' progress</li> <li>4. Utilize iReady Screener to identify tiered interventions based on students' needs</li> <li>5. Provide 45-minutes of Intervention (Mustang Time) Time for all students</li> <li>6. Facilitate counseling small groups to support students' social and emotional needs</li> <li>7. Employ a Parent Instructional Coordinator (PIC) and Parent Outreach Liaison (POL)</li> <li>8. Offer Family Engagement workshops focused on supportive community and academic press</li> <li>9. Implement a Positive Behavior Interventions and Supports (PBIS) plan school-wide to promote positive behaviors</li> <li>10. Partnering with GCPS ESOL department to build teacher capacity</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>PBIS Distinguished School Status</b></td> <td style="text-align: center;">Operational</td> <td style="text-align: center;">Operational</td> </tr> <tr> <td style="text-align: center;"><b>EES Staff Survey:</b> <i>Learning is personalized to meet the needs of each student.</i></td> <td style="text-align: center;">51%</td> <td style="text-align: center;">54%</td> </tr> <tr> <td style="text-align: center;"><b>English Learner exit rate from ESOL Program</b></td> <td style="text-align: center;">16 out of 316 must exit based on ACCESS data</td> <td style="text-align: center;">36 out of 316 must exit based on ACCESS data</td> </tr> </table>	<b>PBIS Distinguished School Status</b>	Operational	Operational	<b>EES Staff Survey:</b> <i>Learning is personalized to meet the needs of each student.</i>	51%	54%	<b>English Learner exit rate from ESOL Program</b>	16 out of 316 must exit based on ACCESS data	36 out of 316 must exit based on ACCESS data
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<b>LSPI 90-Day Update</b>	<b>Data Update on Available Measures</b>
<p><b>Implementation Design Progress:</b></p> <p>Our ESOL team has adopted a model in which a support ESOL staff in every grade level, supports a classroom for 45 minutes each day. Teachers utilize this time to ensure students have access to the content at a level attainable based on students' English proficiency.</p> <p>We have continued to monitor Tier 2 and 3 interventions, to communicate the RTI (Response to Intervention) process, and conduct monthly RTI/Kid Talk meetings. Each grade level has an RTI team representative, the team includes homeroom teachers and support staff. After receiving training on our local school RTI process, the team has taken the responsibility for reviewing Universal Screener data, preparing Tier 1+ checklists, and creating intervention plans. Prior to attending an SST/RTI meeting the RTI lead would have held at least 2 meetings based on students' academic/behavioral concerns, and update progress monitoring.</p> <p>For 45 minutes each day, we have implemented intervention time (Mustang Time) for all students. During this time, students will either receive direct small-group instruction, or they will work on academic skills independently that are tailored toward their specific needs. This is also the time that students utilize interventions such as Imagine Learning, Amplify Reading, and MCLASS Burst Lessons, all computer-based programs that support and develop reading skills for students.</p> <p>The PBIS team is in its first stages of implementing Fergazon, a PBIS store where students redeem their PBIS rewards. This initiative is being supported by Ferguson's Student Council under the direction of one of our PBIS coaches and a teacher leader.</p> <p><b>Implementation Design Next Steps:</b></p> <p>The leadership team will continue to conduct walkthroughs to provide timely feedback on effective instruction. We conduct walkthroughs during Mustang Time and other core content areas to ensure small group lessons and interventions are taking place.</p>	<p>Respective data will be available on the 180 day update.</p> <p>95% of students were universally screened in ELA and 96% were universally screened in Math using iReady.</p>

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Our school will begin its Extended Learning Time programming in the upcoming weeks. This Title I funded program takes place after school and supports the academic needs of identified students. Our Saturday Intervention program is currently supporting 85 students with two hours of either math or literacy interventions. A group of 10 teachers have committed to 6 Saturdays from February 4th to March 18th to support our students.

After giving mid-year universal screeners in math and reading, our teachers and school leaders will analyze student data to identify school-wide trends and to identify potential items that should be retaught.

Ferguson will continue to find ways to celebrate classroom attendance as well as individual student attendance. Students who are missing school at a high rate will be supported with attendance meetings which are designed to provide intervention and tools to families to increase school attendance. We will also seek ways to continue to recognize and celebrate staff attendance with incentives.

As we look to build our staffing plan for the upcoming school year, we will seek to create dedicated positions to support our MTSS framework. We have allotted personnel points to have a full-time MTSS coordinator for next year. The coordinator will attend and redeliver MTSS training sessions, using both tiered academic and behavior interventions.

**Equity 2B:**  
Opportunity and access

At Ferguson Elementary, we will ensure that all of our students will have opportunities to engage in and have access to high-quality, rigorous, and culturally relevant

1. Implement daily small group differentiated instruction in response to students' needs
2. Implement an Early Intervention Program (EIP) to provide reading and math support for students during Breakfast Clubs and Core Content Blocks

Indicator	SY 2022 Baseline Data	SY 2023 Target Data
<b>Play to Learn Enrollment</b>	30 enrolled	40 enrolled
<b>Gifted Students</b>	47 students	55 students
<b>ESOL Endorsed Teachers</b>	18 teachers	28 teachers

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	<p>curriculum and instruction.</p>	<ol style="list-style-type: none"> <li>3. Utilize restorative practices to teach appropriate behaviors and decrease the discipline disproportionality index</li> <li>4. Provide each and every student access to a Chromebook</li> <li>5. Increase the number of ESOL endorsed teachers by implementing an endorsement cohort in the Meadowcreek Cluster</li> <li>6. Provide <i>Right At School</i> - Afterschool Program at Ferguson ES for families needing childcare</li> <li>7. Provide access and opportunities for students to participate in school clubs</li> <li>8. Implement Play 2 Learn, an early learning program for children ages birth to five years</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Discipline Proportionality</b></th> </tr> <tr> <td colspan="3" style="text-align: center;">Number of student groups that are overrepresented in ISS/OSS based on the Discipline Disproportionality Index</td> </tr> <tr style="background-color: #e0e0e0;"> <th style="text-align: center;">Indicator</th> <th style="text-align: center;">SY 2022 Baseline Data</th> <th style="text-align: center;">SY 2023 Target Data</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Number of Student Groups Reflecting Disproportionality</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p>Note: A student group is overrepresented when the disproportionality index is greater than 1.2.</p>	<b>Discipline Proportionality</b>			Number of student groups that are overrepresented in ISS/OSS based on the Discipline Disproportionality Index			Indicator	SY 2022 Baseline Data	SY 2023 Target Data	Number of Student Groups Reflecting Disproportionality	3	0
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### **Implementation Design Progress:**

The administrative team has led teachers through the iReady Teacher Toolbox for math and ELA during CLTs in order to pull lessons that meet students' academic needs. During the February Digital Learning Day, teachers had an opportunity to analyze the district's mid-year benchmarks in order to create small group instruction that target specific standards. Tier I essentials have been emphasized as instructional expectations. In our Mustang Memo, small groups are celebrated as they are observed in our walkthroughs.

Breakfast Clubs (Early Intervention Program) are used to provide Tier 2 and Tier 3 interventions and support for students.

Currently, counselors have received district-level restorative practices training. By the end of March, all of the assistant principals and the principal will be trained in restorative practices. The administrative team has selected a group of teacher leaders to take the restorative practices course to disseminate the strategies in a "train the trainer" model for the 2023 - 2024 school year.

During the first semester, 7 teachers completed their ESOL Endorsement coursework as they participated in the Meadowcreek Cluster Cohort. Three of the seven teachers have successfully registered and passed the GACE assessment. There are three additional teachers on staff who are enrolled in the year-long ESOL course offered by the GCPS ESOL Department.

Ferguson has partnered with Right At School, an afterschool program, to serve families needing after hour childcare. Right At School is currently at its capacity serving 33 students, and has an additional 12 students on a waiting list.

Ferguson also has a partnership with Ferguson SCANA Energy Homework Center. We provide homework support and enrichment to 15 students every Tuesday and Wednesday from 3:45pm-5:45pm.

### **Implementation Design Next Steps:**

Ferguson will work to provide access and opportunities for students to participate in school

As of January 2023, 66 - 8% of FES students are identified as Gifted learners. As we continue to evaluate students, we anticipate this number continuing to increase beyond our target of 55 - 6.4% students.

As of January 17, 2023, FES has had 36 major referrals and 43 minor referrals so far this school year. At this point last year, we had 102 major referrals and 215 minor referrals.



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clubs with more fidelity before, during and after school.

ESOL Teachers are in the process of learning the new WIDA standards to prepare for the new school year. ESOL teacher preparation professional developments will take place during the summer to train teachers to support our growing multilingual learner population. With the support of our district ESOL coach, teachers will learn strategies to support Multilanguage Learners in the classroom.

**Effectiveness 3A:**  
Results-Based Evaluation System

Ferguson ES will utilize the RBES to ensure 80% of our students are successful at Tier 1 by focusing on effective Tier 1 instruction and by leveraging the power of peer observation and feedback.

1. Utilize the Results-Based Evaluation System (RBES) to monitor the LSPI goals
2. Conduct weekly leadership team learning walks with an emphasis on providing feedback to improve instructional practices
3. Implement collaborative learning teams (CLT) to yield a high quality of alignment between curriculum, effective instruction and assessment
4. Implement and monitor Ferguson ES Tier 1 Instructional Essentials
5. Provide professional learning focused on the implementation of small group instruction

Indicator Milestones Benchmark % Correct	SY 2022 Baseline Data	SY 2023 Target Data
<b>3rd ELA</b>	48%	58%
<b>3rd MA</b>	45%	55%
<b>4th ELA</b>	45%	55%
<b>4th MA</b>	46%	56%
<b>5th ELA</b>	42%	52%
<b>5th MA</b>	37%	47%
<b>5th SCI</b>	TBD	
<b>EES Staff Survey: Peer observation feedback is a tool we use to improve instruction.</b>	55%	75%

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		<p>6. Provide opportunities for peer teacher observations once a semester to improve teacher practice and build the capacity of teacher leaders</p> <p>7. Provide professional learning focused on the implementation Instructional Conversations for ESOL Teachers</p>	
<p><b>LSPI 90-Day Update</b></p>		<p><b>Data Update on Available Measures</b></p>	
<p><b>Implementation Design Progress:</b>  A common RBES goal was created for the entire staff that would reflect our Tier 1 initiatives. Common practices such as small group instruction was a required initiative in our common RBES goals. Teachers were able to speak on their small group practices during our Mid-Year Conferences.</p> <p>Ferguson has recognized Top Talent by identifying exemplary teachers that are willing to open their doors for peer observations. Teachers have been provided the opportunity to build their capacity by conducting observations of these colleagues. A flexible schedule has been implemented for this school year (pre-approved Plan B, lunch times, non-scheduled CLT time, etc), where teachers are highly encouraged to observe at least one peer during the second semester of the year. Staff will utilize a carbon form to provide positive feedback.</p> <p>In an effort to reduce teacher instructional variance, Ferguson is receiving district level coaching support. FES receives CLT support, individual teacher coaching as well as grade level planning support from a district instructional coach.</p>		<p>Data will be available on the 180 day update.</p>	

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During the first semester, our ESOL Support Staff completed professional development on Instructional Conversations. With the aid of a District ESOL Coach, all support staff had opportunities to practice a guided Instructional Conversation lesson plan during Mustang Time.

**Implementation Design Next Steps:**

Through formative feedback, the leadership team will continue to monitor during walkthroughs and make plans to support and refine teachers' implementation of Tier 1 Instructional practices. Specific attention will be given to monitor collaborative practices that include Tier I instructional essentials during CLT - alignment of curriculum, instruction, assessment and differentiated interventions.

As the year progresses, the leadership team will continue to support CLTs in implementing agendas that reinforce norms as well as to plan for instruction with common assessments in mind. In addition, the leadership team will be more purposeful about celebrating grade level teams and highlighting teachers individually during CLTs.

The leadership team has recently scheduled weekly grading fidelity checks to ensure that teachers are adhering to grading frameworks and expectations.

As the year progresses, our ESOL Support Staff will continue to refine their practice of Instructional Conversations. ESOL Support Staff continues to provide pull-out interventions during Mustang Time where students have the opportunity to work on language skills that will help in every subject area.

**Excellence 4A:**  
Preferred education destination

Our goal at Ferguson ES is to be a school of choice for both staff and families and to provide all stakeholders with

1. Lead monthly Instructional Leadership Team (ILT) meetings where school leaders representative of the staff are given opportunities

Indicator Georgia Milestones % Proficient/Distinguished	SY 2022 Baseline Data	SY 2023 Target Data
<b>3rd ELA</b>	21%	24%

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	<p>exemplary customer service that fosters a sense of belonging. We strive to be the School of DREAMS where we hire and retain highly qualified teachers and staff.</p>	<p>to offer voice and choice in implementing the school vision</p> <ol style="list-style-type: none"> <li>2. Implement clear, consistent communication across grade levels, amongst staff from both the principal and assistant principals</li> <li>3. Implement clear, consistent two-way communication from school to home in multiple languages</li> <li>4. Build parent capacity through parent workshops with a focus on supportive community and academic press</li> <li>5. Conduct monthly Coffee and Conversations with the Principal to give stakeholders a voice in what matters most to them</li> <li>6. Implement a new teacher induction program to support teacher retention</li> <li>7. Host International Night</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>3rd MA</b></td> <td style="text-align: center;">28%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: center;"><b>4th ELA</b></td> <td style="text-align: center;">19%</td> <td style="text-align: center;">22%</td> </tr> <tr> <td style="text-align: center;"><b>4th MA</b></td> <td style="text-align: center;">27%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;"><b>5th ELA</b></td> <td style="text-align: center;">25%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td style="text-align: center;"><b>5th MA</b></td> <td style="text-align: center;">18%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: center;"><b>5th SCI</b></td> <td style="text-align: center;">25%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td style="text-align: center;"><b>Employee Retention Rate</b> (Employees with 3-7 years of experience) Total Requests to Transfer out/in</td> <td style="text-align: center;">6 out 0 in</td> <td style="text-align: center;">3 out 3 in</td> </tr> <tr> <td style="text-align: center;"><b>EES Staff Survey</b> (Employees with 4-7 years of experience): There is a willingness to address conflict in this school.</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">52%</td> </tr> <tr> <td style="text-align: center;"><b>EES Family Survey:</b> The school communicates with me about my student's progress.</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">81%</td> </tr> </table>	<b>3rd MA</b>	28%	31%	<b>4th ELA</b>	19%	22%	<b>4th MA</b>	27%	30%	<b>5th ELA</b>	25%	28%	<b>5th MA</b>	18%	31%	<b>5th SCI</b>	25%	28%	<b>Employee Retention Rate</b> (Employees with 3-7 years of experience) Total Requests to Transfer out/in	6 out 0 in	3 out 3 in	<b>EES Staff Survey</b> (Employees with 4-7 years of experience): There is a willingness to address conflict in this school.	49%	52%	<b>EES Family Survey:</b> The school communicates with me about my student's progress.	78%	81%
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		<p>8. Hold monthly <i>Speak Your Piece</i> with Altonise sessions to give staff time and space to voice what matters most to them</p>	
<b>LSPI 90-Day Update</b>		<b>Data Update on Available Measures</b>	
<p><b>Implementation Design Progress:</b>            Parents continue to be invited into the building to each lunch with students according to assigned weeks. Ferguson’s Play 2 Learn program currently serves forty families a week and is preparing to serve additional families currently on a wait list in a monthly Little Learner’s Academy.</p> <p>With the direct support of Ferguson’s Cultural Awareness Committee, the school has celebrated Hispanic Heritage Month, Native American Heritage Month, International Night, and Black History Month. During two of these awareness events, Ferguson hosted parents in the building for the first time in over two years.</p> <p>Ferguson’s principal has continued implementing Coffee and Conversations once a month with parents as well as a Speak Your Piece with Altonise monthly with staff. With a continued emphasis placed on quality communication between the leadership team and staff. Assistant principals meet weekly with ILT leads to ensure close collaboration as well as monthly with the ILT. Assistant principals are also active participants in CLTs on Tuesdays and Thursdays. Staff feedback sessions are optional and have been offered and are scheduled in February for staff groups.</p> <p>A parent workshop was held in December for the parents of multilingual students to discuss the purpose and administration of ACCESS testing.</p> <p>The leadership team continues to support teachers new to Ferguson through one-on-one weekly check-ins as well as scheduled Just In Time sessions.</p>		<p>Respective data will be available on the 180 day update.</p>	

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### **Implementation Design Next Steps:**

After our second round of universal screening, we will review data to determine which students should be evaluated for further gifted testing.

We will continue to be intentional about supporting students who demonstrate behavior concerns. When appropriate, we will utilize the services of our cluster's behavior coaches to provide coaching and guidance to our teachers.

Ferguson's long-term plan is to open a third Play 2 Learn class.

With the support of special education parent mentors, a parent workshop session is scheduled for April. We are looking forward to hosting future parent workshops regarding GMAS and ESOL in the spring.