

2022-2023 Local School Plan for Improvement (LSPI)

School: Partee Elementary School Principal: Jennifer Clowers

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future: Empathy, Equity, Effectiveness, and Excellence](#). All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Empathy 1B: Staff and student wellbeing	The EES Survey data indicates a need to grow in the area of students' well being. Partee will focus on our student's well being by incorporating more Social Emotional Learning (SEL) lessons. According to our EES Staff Survey data 57% of our staff stated that they have received training on instruction to	<ol style="list-style-type: none"> 1. Provide professional development to staff on SEL 2. Delivery of Social Emotional Lessons (SEL) to students by teachers and school counselor 3. Delivery of SEL Back to School lessons 4. Counselor/SEL Team will provide monthly professional development and model SEL activities with staff 5. Plan monthly staff wellness activities for staff – i.e Yoga Activities, Zumba, Health/Workout sessions, Mindfulness activities, etc. 	Student Wellbeing - Student Survey Baseline Data - 87.4 % Target for 2023 SY - 88% Staff Wellbeing - Staff Survey Baseline Data - 87.5% Target for 2023 SY- 88%

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	<p>support social emotional learning and 62% stated that they incorporate social emotional instruction into their daily instructional delivery.</p> <p>Partee will also focus on staff member's well being by providing opportunities for them to exercise self-care.</p>	<ol style="list-style-type: none"> 6. SEL Team/Counselor will participate in district training 7. Provide well-rounded opportunities for students in non-academic areas of interest 8. Provide after-school activities for students 9. Title I Parent Liaison will build parent capacity on Social Emotional Learning (SEL) strategies to use at home 	
LSPI 90-Day Update			Data Update on Available Measures
<ul style="list-style-type: none"> ● Every third Tuesday of the month, staff participates in SEL Tuesday. During this time staff receives professional development on SEL ● Our Parent Liaison and Title I administrator facilitated a parent workshop on Social Emotional Learning ● All teachers delivered Back to School SEL lessons ● SEL Team and Counselor have participated in district training ● A Wellness Room was created for staff members. 			<p><u>Staff and Student Wellbeing - Student Surveys</u></p> <p>EES Surveys for staff and students were recently administered and data will be available in March 2023.</p>
Equity 2A: Multi-tiered system of supports	In order to support the academic and non-academic needs of our students, a Multi Tiered System of Supports (MTSS) will be implemented.	<ol style="list-style-type: none"> 1. Develop a Multi-Tiered System of Supports (MTSS) Team to support the academic and non-academic needs of students and plan interventions for students in Tiers 1,1+, 2 and 3 	<p>PBIS Status</p> <p>Baseline - Emerging</p> <p>Target for 2023 SY - Emerging</p>

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	<p>Partee's Positive Behavior Intervention and Supports (PBIS) Team will focus on consistent implementation schoolwide to support student well-being.</p> <p>Currently, some of our underserved populations of students are not reading on grade level. It is important that we meet the academic needs of our students and decrease the percentage of students who scored below grade level on the reading portion of the Georgia Milestones assessment.</p>	<ol style="list-style-type: none"> 2. Professional Learning opportunities for MTSS Team. Team members will share learning with grade level teachers 3. Sessions will be set aside during scheduled Collaborative Learning to focus on data review 4. Utilize iReady Universal Screener to identify students with academic needs. Implement PBIS with fidelity so that we can move to the next level of implementation 5. PBIS Coach will participate in district training 6. Monthly PBIS meetings with committee members 7. Use Starbucks as a reward when students are showing PRIDE 8. A PBIS store will be available for students to redeem their Starbucks for different incentives 9. Quarterly PBIS Student Celebrations 10. Attendance incentives for students. 11. Assessments/Surveys will be used to identify students for intervention/enrichment support as well as non-academic areas 	<p>Reading Below Grade Level on Milestones - 3rd Grade Baseline Data - 34% Target for 2023 SY - 32%</p>

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		<p>12. Additional reading and math intervention support will be provided to students during Saturday sessions.</p> <p>13. Students identified as needing Tier II support in reading will receive support through the Early Intervention Program.</p> <p>14. A 40-minute intervention block will be added in the master schedule to provide support in reading and math for all identified students.</p> <p>15. Just in Time/Lunch and Learn in-person and virtual opportunities for teachers/staff to present academic and non-academic strategies to parents</p>	
LSPI 90-Day Update			Data Update on Available Measures
<ul style="list-style-type: none"> ● MTSS team meets once a month to review school-wide data and determine the next target focus of instruction and interventions for Academic Press and Supportive Community ● During grade level WOW Days, teachers reviewed data from the iReady mid-year assessment and district assessments. ● Selected students attended the Fall session of Saturday School to receive additional support in reading or math ● Amplify support team met with MTSS coordinator and intervention teachers to enhance intervention delivery. ● Intervention team engaged in progress monitoring and professional learning to with entering Tier 3 plans in the MTSS Dashboard. 			<p><u>PBIS Status</u> PBIS status is not available at this time. Data will be updated in the summer.</p> <p><u>% of 3rd grade students scoring below grade level in reading</u> GMAS data are currently not available and will be updated once data is received in the spring.</p>

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		<ul style="list-style-type: none"> ● Administrative Team performed walkthroughs during General’s time, which is Partee’s intervention block, and feedback was provided to teachers. ● Weekly Shout Outs are given by fellow staff members. ● Once a month, four staff members are selected for contributing to our staff shoutouts and recognizing the positive things others are doing around the building. ● PRIDE of Partee is recognized once a month when two staff members determine who the next PRIDE members will be based on criteria developed by the PBIS team. ● Staff members are given lapel/lanyard pins for perfect attendance each month. ● Students have participated in two PBIS celebrations for demonstrating PRIDE. ● Students who have perfect attendance, names are displayed on a bulletin board. 	
Equity 2B: Opportunity and access	<p>We recognize the importance of incorporating culturally relevant curriculum within our academic program. We will implement a high-quality curriculum that reflects grade level expectations, focusing on early literacy and the science of reading</p> <p>Currently, our clubs are provided for students in 3rd-5th grade. In order to provide opportunities</p>	<ol style="list-style-type: none"> 1. Collaborative Planning focus will be on Expeditionary Learning (EL) Education pilot program 2. Professional Development for EL Education will be offered throughout the year 3. Vertical Teams for literacy and math will collaborate, analyze data, and plan next steps for instruction and instructional strategies to move students to the next level of reading proficiency 4. District Instructional Coaches will provide support to our teachers 5. Literacy books/periodicals and instructional supplies will be purchased for students and staff 	<p>% of 3rd grade students scoring below grade level in reading Baseline Data - 34% Target for 2023 SY - 32%</p> <p>EES Family Survey Baseline Data - 71% Target for 2023 SY - 73%</p> <p>Extended Learning Opportunities Baseline # of extended learning opportunities offered now and grade levels - 7 activities offered now are available to only 3rd-5th grade students</p>

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	for all students we will provide extra-curricular activities for all grade levels (K-5).	<ol style="list-style-type: none"> 6. Parent Liaison will host parent academic workshops and provide resources and materials in the areas of reading and math 7. Right At School - Afterschool Program for all students 8. Provide extended learning time opportunities and activities in non-academic areas that support the whole child 	<p>Target for 2023 SY # of extended learning opportunities offered and grade levels - 3 activities offered to students in K-5th grade</p>
LSPI 90-Day Update			Data Update on Available Measures
<ul style="list-style-type: none"> ● Teachers have been engaged in professional development from EL Education on units and modules within the curriculum. ● The district literacy coach has provided support to teachers during collaborative planning and class observations. ● EL Education Team and Partee administrators conducted Learning Walks and provided feedback to teachers. ● One non-pilot school and one pilot school joined the Partee team on a Learning Walk during literacy instruction. ● Parent Liaison hosted a parent workshop to share the academic materials and resources that are available in the Parent Engagement Center. ● Extended learning time opportunities and activities in non-academic areas that support the whole child are in place for students in grades K-5. (Garden Club, Vex Robotics Club, Paparazzi Club) 			<p><u>% of 3rd grade students scoring below grade level in reading</u> GMAS data are currently not available and will be updated once scores are received in the spring.</p> <p><u>EES Family Survey</u> EES Parent Survey has not been administered at this time. Data will be available in the spring.</p> <p><u>Extended Learning Opportunities</u> # of extended learning opportunities as of February 2023 are <u> 2 </u> for K-2 # of extended learning opportunities as of February 2023 are <u> 3 </u> for 3-5</p>

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Effectiveness 3A: Results-Based Evaluation System	At Partee it is important that we are continuously showing academic progress and reflecting on areas and strategies to help our students and teachers be successful.	<ol style="list-style-type: none"> 1. Continue to implement collaborative planning sessions and Work on the Work planning days for staff 2. Implementation of Partee's Instructional Framework 3. Professional learning focused on the implementation of small group instruction and peer observation 4. Administrative Team will continue to provide feedback to teachers after every observation 5. Parents utilizing the Family Engagement Center for resources and materials 	<p>District Support for Improvement - Staff Survey</p> <p>Baseline Data - 91.3% Target - 92%</p>
<ul style="list-style-type: none"> ● The leadership team conducted walk-throughs in classrooms and provided feedback to teachers. ● During weekly collaborative learning sessions with teachers, research-based best practices for instruction are reviewed and modeled. ● Administrative Team has provided feedback to teachers after every observation. ● Professional Development Team has planned opportunities for peer observation. 		<p>Data Update on Available Measures</p> <p><u>District Support for Improvement - Staff Survey</u></p> <p>EES Surveys for staff and students were recently administered and data will be available in March 2023</p>	

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<p>Excellence 4C: World-class communications and engagement</p>	<p>As our community has become more diverse, we must communicate in a way that reaches all parents. Enhancing our communication to meet the needs of our diverse student population will help families stay informed of school information as well as student progress.</p>	<ol style="list-style-type: none"> 1. Communication/Flyers of school events in multiple languages 2. Parent newsletter translated in multiple languages 3. Continue using social media to connect and communicate with our stakeholders. 4. Provide options for parents to attend events and workshops in person or virtually (hybrid model) so that all parents have access 5. Utilize the Interpretation System to translate for our parents for school events 6. Just in Time/Lunch and Learn in-person and virtual opportunities for the Parent Liaison to support community and parents and provide resources 7. The Title I Parent Liaison will update the Parent Engagement Center with resources, materials, equipment, and furniture to create a warm and inviting space to increase parent usage 	<p>Interpreters and Translations - Family Survey Baseline Data: 93% Goal: 98%-100%</p> <p>Responsive Communication - Family Survey Baseline Data: 88% Goal: 93%-98%</p>

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LSPI 90-Day Update <ul style="list-style-type: none"> ● Partee’s family newsletter can be translated in multiple languages. ● An Interpretation System was purchased so that we can communicate with all families during school events and parent workshops. ● Partee uses social media platforms to advertise school events. ● All parent workshops have been offered in a hybrid model (in-person and virtual). 			Data Update on Available Measures <u>Interpreters and Translations - Family Survey</u> EES Parent Survey has not been administered at this time. Data will be available in the spring. <u>Responsive Communication - Family Survey</u> EES Parent Survey has not been administered at this time. Data will be available in the spring.