

2022-2023 Local School Plan for Improvement (LSPI)

School: Rockbridge Elementary School

Principal: Lissette Mcree

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 1A: Cultural Competence	The cultural competency of our staff members will strengthen Rockbridge Elementary School's ability to increase student engagement and nurture positive relationships with students and families. Our school aims to celebrate and affirm our school community's rich diversity.	1. Cultural Competency professional development opportunities will be provided beginning with the Rockbridge Elementary School Leadership Team including teacher leaders and the administrative team. 2. A Diversity Committee will serve to amplify inclusion by highlighting the cultural richness of our school.	Cultural Competence	Baseline SY2022	Target SY2023
			Cultural Proficiency Staff Survey Item: <i>We are provided training to meet the needs of a diverse student population in our school</i>	61%	65%
			Family survey Item: <i>My student learns about the cultures of our community at school.</i>	58%	62%

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		<p>3. Counselors will provide guidance lessons focused on supportive community.</p> <p>4. Maintain Media Center resources that are multicultural and representative of our school community.</p>	<p>Belonging and Engagement Student survey Item: <i>This school has effective equity practices for all.</i></p>	<p>52%</p>	<p>56%</p>
LSPI 90-Day Update			Data Update on Available Measures		
<p>Instructional Leadership Team/Cultural Competence: In partnership with the Gwinnett County Public Schools office of Staff Development, the Rockbridge Elementary School Instructional Leadership Team has engaged in training to increase cultural competence. This professional learning is ongoing and two of the four sessions have been completed. Teacher leaders are finding opportunities to share this learning with their respective teams.</p> <ul style="list-style-type: none"> ➤ Session 1-Self Awareness ➤ Session 2-Self Awareness ➤ Session 3-Biases and Microaggressions ➤ Session 4-Building Meaningful Relationships <p>Diversity Committee: A teacher-led committee was developed to increase cultural awareness and an inclusive school community. The committee highlights, celebrates, and honors our diverse community cultures.</p> <ul style="list-style-type: none"> ➤ 15 members, across grade levels and departments ➤ Hispanic Heritage Month ➤ Black History Month ➤ Chinese Lunar New Year ➤ Asian-Pacific Islander 			<p>EES Survey – Staff/ Family (Measures will be available on 180 day update)</p>		

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Counselors Guidance Lessons: Counselors have been facilitating different activities with our students, these include:

- Lures and Lifelines lessons with the appropriate grade levels
- 2nd and 4th grade groups have been set up for peer relationship skills
- 3rd and 4th have had SEL workshops on bullying
- Virtual job shadowing has just recently started
- Using Navigate360 as a restorative/SEL resource with students
- Follow up meetings after initial contact for incidents involving fights, conflicts, or just bad day situations

Media Center Resources: Our media center has focused on increasing the collection of books that are representative of our diverse school population. The media specialist has held a series of events to provide students an opportunity to explore culturally rich texts. 25% of the media resource budget has been allocated to including culturally diverse text in our school's collection.

- Hispanic Heritage Month Book
- Inuit Lessons with 3rd Grade
- Black History Month Book
- Author visit series

Implementation Next Steps:

The RES Instructional Leadership Team will develop a plan to continue the Cultural Competency professional development school-wide for the SY23-24.

Continue work of the diversity committee and secure professional development through the district office to increase their knowledge of actions and strategies to support an inclusive school culture.

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Continue to utilize instructional collaboration opportunities between media specialist and grade level teams to support AKS connections.						
Empathy 1B: Student and Staff Wellbeing	The wellbeing of students and staff serve to sustain a positive school climate as such Rockbridge Elementary School will promote student and staff wellbeing by focusing on self-care, physical and mental health, and social emotional learning.	<ol style="list-style-type: none"> 1. Rockbridge Elementary School will establish a Positive Behavioral Interventions and Supports (PBIS) team and take initial steps to become a PBIS school. 2. Include Health as a Specials course as the standards for this course directly align with social emotional learning, mental and emotional health, and student wellbeing. 3. A series of family workshops and community engagement opportunities will be offered throughout the year with a focus on family well-being. 4. Teachers will utilize morning arrival time for Morning Meetings. 5. Rockbridge Elementary School will provide opportunities for students to be involved in a number of clubs. 	Student Wellbeing			
			Baseline SY2022	Target SY2023		
			Student Supportive Learning Environment Survey Item: <i>I enjoy coming to this school.</i>	38%	42%	
			Student Supportive Learning Environment Survey Item: <i>Most students are respectful of others at this school.</i>	23%	27%	
			Student Supportive Learning Environment Survey Item: <i>In this school, there is at least one adult who knows and cares about me.</i>	64%	68%	
			Staff Wellbeing			
			Baseline SY2022	Target SY2023		
Staff Survey Item: <i>My principal/administrator cares about me as a person.</i>	59%	63%				

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		<p>6. Rockbridge Elementary School will utilize Student Wellness Screener data to target Social Emotional Learning (SEL) support for students.</p>	<p>Staff Survey Item: <i>Our staff can count on one another for help when needed.</i></p>	<p>61%</p>	<p>65%</p>
			<p>Staff Survey Item: <i>Staff at all levels are treated fairly here.</i></p>	<p>54%</p>	<p>58%</p>
<p>LSPI 90-Day Update</p> <p>PBIS: The PBIS committee has been formed and meets monthly. The PBIS group attended the two district training sessions and completed the workbook activities. The schoolwide matrix was created and has been presented to the staff and to the district PBIS training group for feedback. The Rockbridge PBIS group took that feedback and made adjustments. Future PBIS meetings will plan opportunities for student/parent feedback as well as a final opportunity for teacher feedback. The PBIS committee will also start planning PBIS lessons for teachers, select PBIS incentives, and plan PBIS dates for next school year.</p> <p>Health Specials: A Health teacher has been hired for the school year. We are currently piloting the new Health curriculum, HealthSmart. The HealthSmart curriculum is directly aligned with Social Emotional Learning standards.</p> <p>Family Workshops/Community Engagement: Family workshops and community engagement events have been offered with the purpose of building partnerships with families and our school community, to increase meaningful and effective family and community engagement, and to strengthen the academic achievement of students.</p> <ul style="list-style-type: none"> ➤ AKS@Home (fall/spring) ➤ Annual Parent Meeting 			<p>Data Update on Available Measures</p> <p>EES Survey – Staff/Student (Measures will be available on 180 day update)</p>		

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- Curriculum Night
- EL Workshop
- Imagine Learning
- Latin American Association
- Literacy Night (Cookies & Milk)
- Movie Night
- PBIS Parent Feedback
- Social Emotional Family Info Session
- STEM/Fine Arts Night
- Tech Wednesdays (every 2nd Wednesday)
- Winter Jam
- Play2Learn
- Spelling Bee
- Lunch and Learn (last week of month)

Arrival Time/Morning Meetings: Rockbridge has a designated time on the master schedule devoted to morning meetings. We have established an SEL committee which includes a department or grade level representative. One of the SEL committee's top priorities is working to establish morning meeting expectations and examples to streamline the process across grade levels.

Student Clubs: Clubs at Rockbridge Elementary School offer students the opportunity to participate in in-school and extracurricular activities to work together, develop social skills, boost confidence, develop talents, and take on leadership roles.

- Green Team
- HistoryMania
- Honor's Choir
- Lady Mustangs
- Reader's Rally
- Robotics
- Safety Patrol

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<p style="margin: 0;">➤ Garden Club</p> <p style="margin: 5px 0 0 0;">Wellness Screener: 96% of all 3rd- 5th grade students participated in the fall Wellness Screener. This data captured social emotional needs for targeted support.</p> <p style="margin: 5px 0 0 0;">Implementation Next Steps: Develop a plan for a Health club next year.</p> <p style="margin: 5px 0 0 0;">Operationalize morning meetings by providing teachers with a structured framework and lesson guidance developed by the SEL committee.</p> <p style="margin: 5px 0 0 0;">Continue to monitor Student Wellness Screener data to identify targeted support for students.</p>		Wellness Screener 90 Day Update Data															
			Tier I	Tier II	Tier III												
		Academic Behavior	39%	50%	11%												
		Belonging and Identity	69%	23%	7%												
		Emotional Behavior	71%	23%	6%												
		Social Behavior	61%	29%	10%												
		Composite	92%	8%	0%												
<p style="margin: 0;">Equity 2A: Multi-tiered system of supports</p>		<p style="margin: 0;">In order to meet the needs of each and every student, an equitable structure of support that optimizes the use of data must be operationalized. To realize this goal, Rockbridge Elementary School will implement a Multi-tiered System of Supports (MTSS), a comprehensive framework of a multi-tiered system of supports to address academic and non-academic student</p>	<ol style="list-style-type: none"> 1. A PBIS Team will be identified and Rockbridge ES will begin the process of operationalizing PBIS. 2. A Multi-tiered System of Supports (MTSS) Committee will be established to lead the work and guide practices in providing students targeted academic and social-emotional support. 3. Students will be provided opportunities to engage in Extended Learning Opportunities on a series of 		<p style="margin: 0;">Percent of 3rd - 5th Grade students reading on or above grade level as measured by the Georgia Milestones Assessment System</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Grade</th> <th style="width: 25%;">Baseline SY2022</th> <th style="width: 25%;">Target SY2023</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">45%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">42%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table>	Grade	Baseline SY2022	Target SY2023	3rd	40%	45%	4th	37%	42%	5th	50%	55%
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	needs and remove barriers to access.	<p>Saturdays in the fall and spring.</p> <p>4. Counselors will provide SEL Guidance Counseling Lessons throughout the year.</p> <p>5. Counselors will serve to support students' social-emotional needs through small group counseling sessions.</p> <p>6. Restorative practices will be utilized to support students.</p> <ul style="list-style-type: none"> ■ peer to peer restoration ■ student to adult restoration ■ classroom reintroduction <p>7. Family workshops emphasizing how to support learners at home with academic press will be offered through our parent center.</p> <p>8. Early Intervention Program (EIP) support will be provided to students at risk of not reaching or maintaining academic grade level.</p> <p>9. Collaborative Learning Team (CLT) planning will include an intentional focus on the Quality</p>	<p>Rockbridge Elementary School will begin the process of training and operationalizing PBIS.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%;">Baseline SY2022</th> <th style="width: 25%;">Target SY2023</th> </tr> </thead> <tbody> <tr> <td>PBIS</td> <td>N/A</td> <td>Emerging</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%;">Baseline SY2022</th> <th style="width: 25%;">Target SY2023</th> </tr> </thead> <tbody> <tr> <td>EL Exit Rate</td> <td>52 students 10%</td> <td>73 Students 13%</td> </tr> </tbody> </table>		Baseline SY2022	Target SY2023	PBIS	N/A	Emerging		Baseline SY2022	Target SY2023	EL Exit Rate	52 students 10%	73 Students 13%
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		<p>Plus Teaching Strategies (QPTS) as strong Tier I supports for all students.</p> <p>10. iReady Screeners will be administered and the data will be utilized to identify academic needs in Reading and Mathematics.</p> <p>11. Wellness Screeners will be administered and utilized to identify social emotional needs.</p>										
LSPI 90-Day Update			Data Update on Available Measures									
<p>MTSS Committee: The MTSS Coordinator has been working alongside teachers and the MTSS team to evaluate data and establish processes and procedures towards targeted student academic and social emotional support. The team engages in data talks throughout the year to identify tiered levels of support for students.</p> <ul style="list-style-type: none"> ➤ MTSS Team met to establish school criteria for determining Tier Level needs ➤ Monthly, teachers meet with the MTSS coordinator to discuss student data and progress ➤ Grade Level Data Talks take place three times a year <p>Extended Learning Opportunities: Extended learning opportunities have been provided to increase positive learning outcomes for students.</p> <ul style="list-style-type: none"> ➤ Saturday School (fall) ➤ Saturday School (spring) ➤ After School (spring) 			<p>GMAS data will be available at the end of the school year.</p> <p>ACCESS exit data will be available at the 180 Day Update.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3" style="text-align: center;">MTSS 90 Day Review Data</th> </tr> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Approx. # of Managed Students</th> <th style="text-align: center;">Tiered Interventions</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">122</td> <td style="text-align: center;">(Tier 1+ to Tier 3 interventions)</td> </tr> </tbody> </table>	MTSS 90 Day Review Data			Grade	Approx. # of Managed Students	Tiered Interventions	1st	122	(Tier 1+ to Tier 3 interventions)
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Restorative Practice: At this time we are using Navigate 360 for much of our restorative practices. Discussions with the counseling team have moved to providing opportunities for teacher learning on students returning to the classroom after a discipline incident. Counselors do have peer to peer mediation if there are incidents that involve two or more students. Counselors are working on scheduling peer groups to further explore conflict resolution and peer relationships.

Early Intervention Programs: Rockbridge has a total of five EIP teachers. The EIP teachers are assigned to a grade level serving students in reading and math. During grade level target time the EIP teachers provide interventions based on TIER needs. The EIP team has participated in various intervention training throughout the school year to build their knowledge and capacity as intervention teachers. In addition to intervention training the team is working with the Amplify county representative to gain knowledge and understanding of the program and utilize the data to support teaching and learning. The EIP team has been trained in the following:

- Foundations
- Amplify reading
- Read 180
- Reading Recovery
- CIM
- iReady
- Dibels
- Imagine Learning

Collaborative Learning Teams: Collaborative Learning Teams meet weekly to develop lesson plans that are aligned to the Academic Knowledge Skills (AKS). At Rockbridge Elementary School, CLTs will continue to focus on developing lesson plans that support the individualized needs of students by providing differentiated learning opportunities through small group instruction.

2nd	110	(Tier 1+ to Tier 3 interventions)
3rd	91	(Tier 1+ to Tier 3 interventions)
4th	136	(Tier 1+ to Tier 3 interventions)
5th	108	(Tier 1+ to Tier 3 interventions)
Approx. 13 Tier 3 Math students Approx. 12 Tier 3 Reading students Approx. 7 new IEPs		

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iReady Screeners: Rockbridge Elementary participated in the Fall and Winter administration of the I-ready Universal Screener. The data gained from the screener is utilized as a data point to identify TIER needs, gifted students and assist with individualizing instructional support. Rockbridge Elementary teachers are engaging in professional learning with the I-ready county representative to gain a deeper understanding of the program and effectively utilize the data to enrich and remediate.

Implementation Next Steps:

Continue to operationalize PBIS gathering feedback from the staff on our school’s behavior flow chart and PBIS Matrix. The PBIS team will create lessons that will explicitly teach positive behaviors.

The MTSS team will select key interventions that will be utilized for Tier II and Tier III interventions and secure needed teacher training opportunities.

Focus attention on the reintroduction process after a student has been assigned to the opportunity room or out of school suspension.

Equity 2B:
Opportunity and access

Guaranteed access to programs and services is critical to the success of each and every student. Rockbridge Elementary School will expand opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework, and enrichment activities

1. A PBIS Team will be identified and Rockbridge ES will begin the process of operationalizing PBIS.
2. A third counselor/behavior coach will be hired for the purpose of supporting students with highest needs.
3. Curriculum planning will prioritize small group instruction with an emphasis

Increase access to critical programs for historically underrepresented student groups.

Program	Baseline SY2022	Target SY2023
Play2Learn Participation	10 Families	20 Families
Gifted and Talented Programs	41 Students 3%	69 Students 6%

Increase the number of Hispanic students to be served under Gifted and Talented Programs to improve underrepresentation.

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	(e.g. arts, gifted, STEM for All).	<p>on providing differentiated academic supports.</p> <p>4. STEM and Science Engineering Specials will be offered to all students.</p> <p>5. The Play2Learn program will be highlighted in social media outlets and all parent communication to encourage parent participation.</p> <p>6. The school will collaborate with social-emotional health providers such as CEPTA/APEX to offer additional support to students and families.</p> <p>7. Continuous Quality Improvement (CQI) will be utilized to provide students targeted support in Reading and Mathematics.</p> <p>8. iReady Screeners and Portfolio Assessment will be utilized to identify Gifted and Talented learners and increase underrepresented student groups.</p>	Program	Baseline SY2022	Target SY2023			
			Gifted and Talented Programs	Hispanic .68	Hispanic ≥ 1.2			
			Disproportionality Index measure for student groups	Black 1.31	Black ≥ 1.2			
				Asian 3.93	Asian ≥ 1.2			
				White 2.57	White ≥ 1.2			
			<p><i>*Numbers less than 1.2 indicate that the student group is <u>underrepresented</u> in Gifted/Talented.</i></p> <p>Decrease the total number of students who have discipline incidents and decrease the percentage ISS or OSS. Decrease the Disproportionality Index to below 1.0.</p>					
						Baseline SY2022	Target SY2023	
			Discipline Incidents by Total Number of Students	ISS 3.8% (45 students)	ISS 1% (25 students)			
				OSS 4.5% (53 students)	OSS 1% (25 students)			
			ISS Disproportionality Index Hispanic Students	1.052	< 1			
OSS Disproportionality Index Hispanic Students	1.014	< 1						
ISS Disproportionality Index Black Students	1.03	< 1						
OSS Disproportionality Index Black Students	1.36	< 1.2						

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		<p>9. Restorative practices will be utilized to support students and decrease the discipline disproportionality index.</p> <p>10. Teachers will participate in an English Speakers of Other Languages (ESOL) Certification Cohort to increase the total number of ESOL certified teachers serving our students.</p>	ISS Disproportionality Index for students served in Special Education	0.89	<1
			OSS Disproportionality Index for students served in Special Education	0.76	<1
			<p><i>*Numbers greater than 1.2 indicate that the student group is <u>overrepresented</u> in ISS or OSS.</i></p> <p>Increase the total number of classroom teachers that are certified to serve our diverse emergent bilingual learners.</p>		
				Baseline SY2022	Target SY2023
			ESOL	13	26
				Baseline SY2022	Target SY2023
			iReady Reading Participation Rate	N/A	95%
			iReady Math Participation Rate	N/A	95%
			LSPI 90-Day Update		

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Counselor: Rockbridge Elementary School hired a third counselor to more effectively support the social emotional needs of students. The counselor is focused on providing targeted group counseling across all grade levels.

Curriculum Planning/Small Group Instruction: Collaborative Learning Teams meet weekly to develop lesson plans that are aligned to the Academic Knowledge Skills (AKS). At Rockbridge Elementary School, CLTs will continue to focus on developing lesson plans that support the individualized needs of students by providing differentiated learning opportunities through small group instruction.

STEM/Science Specials: We are working on improving students' problem solving skills by engaging them in real world problems and encouraging them to find creative solutions. Students also practice this skill while solving coding/robotics problems that require a higher level of thinking. STEM and Computer Science also share a common goal of exposing all students to future career paths involving Science, Math, Technology, and Engineering. One thing that you are currently working on in STEM across the grade level. Students are planning and carrying out investigations to solve real world problems. Students are also designing programs to show those real-world problems using different forms of technology.

Play2Learn: Play 2 Learn is a program for young children— ages birth to 5— offered on Tuesdays and Thursdays from 9:00-10:30 AM (90 minutes). Children, parents, and other family members learn TOGETHER through engaging lessons where they sing songs, listen to storybooks, create art, develop social skills, work on motor skills, play in learning centers, and much more in a high-quality preschool environment. Families receive resources and support to keep the learning going at home so that all children will be ready for Kindergarten! We currently engage with 26 families 6 of whom are returning from last year.

Social Emotional Health Providers Apex: Currently counselors have made approximately 15 APEX referrals.

Program	Baseline SY2022	90 Day Update SY2023	Target SY2023
Play2Learn	10 Families	26 Families	20 Families

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Continuous Quality Improvement (CQI): Through our Continuous Quality Improvement Time (CQI), teachers provided opportunities for remediation and enrichment in Math and Reading. Mondays and Tuesdays the focus is Reading and Wednesdays and Thursdays the focus is Math. Flex Friday is an opportunity for teachers to revisit current content.

Portfolio Gifted Testing: Portfolios is a method to identify students for the gifted program. Student work samples are provided by teachers for a team to analyze to determine student participation in the gifted program.

- 10 have been identified for gifted using portfolios for SY22-23
- 47 students were identified as possible candidates for the Gifted and Talented program through iReady screener data.

Restorative Practices: At this time we are using Navigate 360 for much of our restorative practices. Discussions with the counseling team have moved to providing opportunities for teacher learning on students returning to the classroom after a discipline incident. Counselors do have peer to peer mediation if there are incidents that involve two or more students. Counselors are working on scheduling peer groups to further explore conflict resolution and peer relationships.

ESOL: Rockbridge Elementary along with three other schools in the cluster established an ESOL Cohort in an effort to have more ESOL certified staff. The Cohort involved 4 in person sessions, ESOL GACE preparation, registering and passing the tests. Our goal was to have at least 10 participants. Initially we had 11 interested participants but only eight were able to commit due to unexpected conflicts. Our participants consisted of the following:

- 3 Kindergarten Teachers
- 1 First grade teacher
- 1 Second grade teacher

Program	Baseline SY2022	90 Day Update SY2023	Target SY2023
Gifted	41 Students 3%	56 Students 5%	69 Students 6%

Program	Baseline SY2022	90 Day Update SY2023	Target SY2023
Gifted and Talented Programs Disproportionality Index measure for student groups	Hispanic .68	Hispanic .71 (27)	Hispanic >= 1.2
	Black 1.31	Black 1.58 (9)	Black >= 1.2
	Asian 3.93	4.2 (10)	Asian >= 1.2
	White 2.57	White 6.0 (3)	White >= 1.2

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<ul style="list-style-type: none"> ➤ 1 Third grade teacher ➤ 1 Fourth grade teacher ➤ 1 Fifth grade teacher <p>Implementation Next Steps: Continue to monitor iReady Data to identify students that may qualify for Gifted and Talented Program.</p> <p>Develop a professional development plan for the SY23-24 school year focused on instructional strategies to support multilingual learners.</p>																		
<p>Effectiveness 3B: Talent management</p>	<p>A stable and quality teacher workforce is essential to student success. Rockbridge Elementary School will strive to hire and retain highly qualified teachers and provide robust professional development opportunities to support teachers and staff to achieve district goals.</p>	<ol style="list-style-type: none"> 1. The New Teacher Network will serve as a learning community to support new teachers. 2. Rockbridge Elementary School Leadership Team will serve to provide support to each grade level and as a representative body and voice to share ideas and provide feedback on school improvement initiatives. 3. Principal's Y'all Come Community Sessions will be held throughout the year in at least three of the largest apartment complexes in the community. 4. District Support will be leveraged to meet early career and experienced teacher 	<p>Decrease the number of teachers requesting transfer to another GCPS school or leaving GCPS..</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: left;">Teacher Retention</th> <th style="text-align: center;">Baseline SY2022</th> <th style="text-align: center;">Target SY2023</th> </tr> </thead> <tbody> <tr> <td>Transfer Request</td> <td style="text-align: center;">12</td> <td></td> </tr> <tr> <td>District Separation</td> <td style="text-align: center;">24</td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 70%;"></th> <th style="text-align: center;">Baseline SY2022</th> <th style="text-align: center;">Target SY2023</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Teacher Retention	Baseline SY2022	Target SY2023	Transfer Request	12		District Separation	24			Baseline SY2022	Target SY2023			
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		<p>needs providing differentiated coaching support.</p> <p>5. A continued, intentional focus will be maintained on culture and climate.</p> <p>6. Opportunities for peer observation and feedback will be scheduled each semester to improve teacher collaboration and practice.</p>	<p>Length of Service 1-3 Years Survey Item: <i>Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction.</i></p>	<p style="text-align: center;">38%</p>	<p style="text-align: center;">42%</p>
			<p>Length of Service 4-7 Years Survey Item: <i>Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction.</i></p>	<p style="text-align: center;">56%</p>	<p style="text-align: center;">60%</p>
			<p>Length of Service 1-3 Years Survey Item: <i>Support from my principal/supervisor leads to progress on instructional improvement (professional growth).</i></p>	<p style="text-align: center;">44%</p>	<p style="text-align: center;">48%</p>
			<p>Length of Service 4-7 Years Survey Item: <i>Support from my principal/supervisor leads to progress on instructional improvement (professional growth).</i></p>	<p style="text-align: center;">53%</p>	<p style="text-align: center;">57%</p>
<p>LSPI 90-Day Update</p>			<p>Data Update on Available Measures</p>		

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New Teacher Network: The New Teacher Network meets monthly to work with new teachers and offer support and opportunities to learn from each other. The monthly meetings have a different focus and these have included:

- Technology tips
 - Gradebook pointers
 - eClass/Google pointer
 - Synergy pointers
 - attendance
 - progress reports
 - contact logs
- Building strong relationships with students
 - to create a better class environment
 - to have a relationship in place to welcome students back if they have made mistakes
 - to improve student success
 - to be the positive adult interaction
- Finding a good work/life balance
 - How to keep ahead without the stress
 - Thinking forward everyday
 - Get the daily work done but still finding a few minute for you
- Lessons learned
 - We survived first semester what lessons do we bring to second semester
 - Big glow from first semester
 - Big grow from first semester
- Opportunities for new teachers to share and hear from each other

Rockbridge Instructional Leadership Team: The Rockbridge Instructional Leadership Team meets monthly to discuss key items that impact teaching and learning.

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Principal's Y'all Come: A Principal's *Community Conversation* event was held at the Elevate Apartment Community. Additional plans are underway to host additional *Principal's Community Conversation* in February and May.

District Support Early Career: Targeted support is being provided to new teachers by two Meadowcreek cluster behavior coaches. The support focuses on the development of classroom management techniques that support a positive learning environment. Teachers submitted placement preference forms and currently three teachers have expressed interest in seeking a transfer within the Gwinnett County Public School District.

Culture and Climate: Rockbridge Elementary School continues to maintain an intentional focus on the culture and climate of the school.

- Student of the Month Celebrations
- Motivational Guest Speakers
- Staff Celebrations
- Team Building Opportunities
- An SEL committee has been established with the aim to promote a positive school culture and climate.

Observation and Feedback: Opportunities for embedded professional learning through teacher peer observations have been established.

Implementation Next Steps

Secure teacher mentors for the SY23-24 school year and identify training to support mentors more effectively support new teacher.

Decrease the number of teachers requesting transfer to another GCPS school or leaving GCPS..

Teacher Retention	Baseline SY2022	90 Day Update SY2023	Target SY2023
Transfer Request	12	8	
District Separation	24	3	

Excellence 4C:

World-Class Communications and Engagement

Authentic engagement and communication with the community

1. Increase responsiveness to the needs of internal and external stakeholders-

Baseline SY2022	Target SY2023

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	<p>establishes a foundation of trust and confidence. Rockbridge Elementary School will engage in two-way communication with the school community and encourage feedback and input from all stakeholders.</p>	<ol style="list-style-type: none"> 2. Establish a Rockbridge Elementary School Council to amplify family and community voices. 3. Utilize social media to engage the school community. 4. Host Parent-Teacher conferences and make arrangements for numerous interpreters. 5. Title I parent meetings will be held throughout the year to inform, engage, and encourage feedback from families. 6. Increase the number of parent volunteer opportunities available. 	<p>Family Survey Participation</p>	<p>78 Responses 6%</p>	<p>199 Responses 17%</p>
			<p>Family Collaboration and Communication Survey Item: <i>This school communicates effectively with my family.</i></p>	<p>81%</p>	<p>85%</p>
			<p>Parent & Community Involvement Survey Item: <i>Parents/Families have input into plans for improving this school.</i></p>	<p>63%</p>	<p>66%</p>
<p>LSPI 90-Day Update</p> <p>Responsiveness to Stakeholder: Rockbridge Elementary School continues to increase opportunities for two way communication with all stakeholders.</p> <ul style="list-style-type: none"> ➤ The Rockbridge Elementary School’s administrative team, teachers, and support staff continue to aim for a 24 hour turn around on all parent phone calls and emails. ➤ Listening Sessions have been offered to the staff to provide Rockbridge Staff 			<p>Data Update on Available Measures</p> <p>EES STAFF Survey (Measures will be available on 180 day update)</p> <p>EES Family Survey – (Measures will be available on 180 day update)</p>		

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an opportunity to provide feedback to the principal on issues that are important to them. These Listening Sessions are optional. Two sessions were held in the first semester and two sessions will be held in the second semester.

RES School Council: A Rockbridge Elementary School Council has been established. The school council is composed of a cross section of stakeholders representative of our school community. This 17 member body has met three times this year to discuss Student Enrollment Data, Title I Budget, Discipline Data, Attendance Data, Positive Behavior Interventions (PBIS), and Joyful Learning.

Social Media: Viewership on social media accounts such as Facebook has had a 157 increase (data based on membership growth). Currently, our Rockbridge Elementary School Facebook page has 457 followers.

Parent Teacher Conferences: Fall parent teacher conferences were held in October with strong parent participation. This year, Rockbridge Elementary School increased the number of interpreters to effectively support families.

Title I Parent Meetings: Title I parent meeting is held at Rockbridge Elementary to inform, engage, and gather feedback from families about the school's Title I program.

- Title I Annual Parent Meeting

Parent Volunteers: Rockbridge seeks to build relationships with families and increase opportunities for families to volunteer at the school. Parent volunteering shows the importance of family presence, engagement, and impact of student learning.

- 10 Volunteers
- Participated in a volunteer orientation
- Scheduled every Friday
- Support: prepare materials for school, deliver snacks to staff, support school-wide events, chaperone field trips

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Implementation Next Steps	
Continue to develop opportunities to increase parent outreach and two-way communication with our families.	