

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

**School: Shiloh Elementary      Principal: Jennifer Mercedes**

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 1C:</b> Educator diversity	Research shows that students benefit socially, emotionally, and academically when the diversity of the students and staff are similar.	<b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Develop robust pipelines and support systems to recruit and retain an educator workforce that reflects the diversity of our students and community.</li> <li>2. Empower staff to recruit and recommend people to interview for GCPS and Shiloh ES</li> <li>3. Communicate with multiple stakeholders staffing needs and vision for educators at the local school.</li> <li>4. Interviews involve teachers and staff that represent the team needs and the diversity of the school.</li> <li>5. Teachers and staff have opportunities to dialog with administration regarding the needs of the school. For example, chat and chew opportunities.</li> <li>6. Conduct an exit interview.</li> </ol>	<u><b>Staff retention rate at the local school</b></u>  <b>SES Baseline: 0</b> <b>SES Target: 80%</b>

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<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>
<ul style="list-style-type: none"> <li>- Leaders released placement preference forms and reviewed data.</li> <li>- Leaders reviewed 2023-2024 staff allotment and began to prepare an action plan for 23-24 staffing.</li> <li>- Leaders met with individual staff members and teams to discuss the needs of the school.</li> <li>- ITIC is creating a "Pride" video of SES to share with stakeholders and applicants.</li> <li>- Leaders attended 1/28 External SPED job fair.</li> </ul>			<b><u>Staff retention rate at the local school</u></b> <b>SES Baseline: 0</b> <b>SES Target: 80%</b> <b>Current Data: Data will be available May 2023</b>
<b>Equity 2A:</b> Multi-tiered system of supports	As Shiloh Elementary School works to remove barriers to learning for all students, a Multi-tiered Systems of Supports (MTSS) will be implemented to address the academic and non-academic needs of our students.  Shiloh ES will implement Academic Press practices including but not limited to the implementation of Multi-tiered Systems of Supports. This will address the academic needs of our students and decrease the percentage of students performing below grade level on the reading portion of the Georgia Milestones Assessments.	<b>Action Steps:</b> <ol style="list-style-type: none"> <li>1. Implement processes within the Social Emotional Learning (SEL) curriculum within the classroom and as intervention opportunities with the SEL coordinator</li> <li>2. Monitor students with 10 or more tardies</li> <li>3. Implement school counseling programs such as the "On-Time squad"</li> <li>4. Implement Extended Learning Time (ELT) to include Saturday Tutoring, Afterschool programs, SEA</li> <li>5. Create a MTSS team that works to monitor, guide, and support student progress.</li> <li>6. Professional learning opportunities will be provided to the MTSS team members and the MTSS team members will share strategies learned with teachers.</li> <li>7. Conduct quarterly data reviews with the MTSS team using the iReady diagnostic national percentiles and GMAS benchmarks.</li> <li>8. Use data from the MTSS team to create action steps to provide specific interventions for tier II and tier III students.</li> </ol>	<b><u>MTSS Screening – Academic</u></b> <b>Baseline: 0</b> <b>Target: 95%</b>  <b><u>MTSS Screening – Wellbeing</u></b> <b>Baseline: 0</b> <b>Target: 95%</b>  <b><u>School Attendance - Tardies</u></b> <b>Baseline: 21% have 10 or more tardies</b> <b>Target: 18% have 10 or more tardies</b>  <b><u>Students reading Below Grade Level 3rd</u></b> <b>Baseline: 31.9 %</b> <b>Target: 30%</b>  <b><u>Students at Beginning level on GMAS 3rd</u></b> <b>Baseline: 27%</b> <b>Target: 25.5%</b>  <b><u>PBIS Implementation/Distinguished Status</u></b> <b>Baseline: 0</b> <b>Target: Installing</b>

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		9. Identify students with academic concerns and expedite the needed support. 10. MTSS and PBIS Team will analyze data from Wellness Screener and the resulting data will be used to determine improvement strategies. 11. A 30-minute intervention block will be added in the master schedule to provide support in reading and math for all identified students. 12. Additional reading and math intervention support will be provided to students during after-school and/or Saturday sessions. 13. Begin PBIS process to become a PBIS school for the 2023-2024 school year. 14. Identify PBIS committee.	
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>
1. Completed a Fall Extended Learning Time. 2. Completed Wellness survey with all 4th and 5th graders. 3. Continue weekly monitoring of absences and tardies. 4. Completed GMAS benchmarks and iReady diagnostics to target students for intervention and enrichment. 5. Implementing a Saturday Intervention and Spring Extended Learning Time (ELT). 6. Completed Tier I PBIS training and formed the PBIS committee.			<u><b>MTSS Screening K – Academic</b></u> <b>Baseline: 0</b> <b>Target: 95%</b> <b>Current Data: 98%</b>  <u><b>MTSS Screening – Wellbeing 4th &amp; 5th</b></u> <b>Baseline: 0</b> <b>Target: 95%</b> <b>Current Data: 98%</b>  <u><b>School Attendance - Tardies</b></u> <b>Baseline: 21% have 10 or more tardies</b> <b>Target: 18% have 10 or more tardies</b> <b>Current Data: 14.9%</b>  <u><b>Students reading Below Grade Level 3rd</b></u>

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			<p><b>Baseline: 31.9 %</b>  <b>Target: 30%</b>  <b>Current Data: 36%</b></p> <p><b><u>Students at Beginning level on GMAS 3rd</u></b>  <b>Baseline: 27%</b>  <b>Target: 25.5%</b>  <b>Current Data: N/A</b></p> <p><b><u>PBIS Implementation/Distinguished Status</u></b>  <b>Baseline: 0</b>  <b>Target: Installing</b>  <b>Current Data: N/A</b></p>
<p><b>Equity 2B:</b>  <b>Opportunity and Access</b></p>	<p>As Shiloh Elementary School continues to actively work towards all students having the knowledge and skills to excel academically, socially, and behaviorally.</p> <p>We will ensure our students have access and opportunities to engage in a high-quality, rigorous, and culturally relevant curriculum expanding beyond K-5 to include early learning access to all families in the community.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Increase communication of Kindergarten registration to all stakeholders.</li> <li>2. Parent Outreach Liaison (POL) and Play-2-Learn staff advertise registration with the community, daycares, and local apartment complexes.</li> <li>3. Conduct a minimum of two Kindergarten registration events.</li> <li>4. Complete the KREP assessment with all entering Kindergarteners within the first 15 days of their school experience.</li> <li>5. Track Kindergarten readiness from year to year using KREP data.</li> <li>6. Play-2-Learn staff actively monitor student registration and participation</li> <li>7. Play-2-Learn staff follow up with families not in attendance</li> </ol>	<p><b><u>Kindergarten students enrolled by May 15<sup>th</sup></u></b>  <b>Baseline: 41% (44/107)</b>  <b>Target: 45%</b></p> <p><b><u>Kindergarten students enrolled participating in SEA.</u></b>  <b>Baseline: 77% (34/44)</b>  <b>Target: 79%</b></p> <p><b><u>Play-2-Learn Student Enrollment</u></b>  <b>Baseline: 6</b>  <b>Target: 20</b></p> <p><b><u>Kindergarten Readiness, historically underserved groups</u></b></p>

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	Our goal is to to help our students prepare for school and to address the academic, social, and emotional needs of students. Shiloh ES will focus this goal on efforts to provide access and opportunity through the registration process and learning opportunities from birth to Kindergarten.	8. Play-2-Learn provides incentives to attend and participate in the Play-2-Learn students.	<b>Baseline: 34.9</b> <b>Target: 38.0%</b>
<b>LSPI 90-Day Update</b> <ol style="list-style-type: none"> <li>1. Play 2 Learn: At full enrollment: Grew from 20 students at the 45-day review to 28 students.</li> <li>2. KREP was completed and entered prior to Labor Day.</li> <li>3. Gifted: The Gifted lead teacher completed the Fall administration of Gifted testing. The number of students referred and qualified in the fall increased and will continue the spring referral process.</li> <li>4. Kindergarten Registration Checklist: Leaders began to collect the resources used for last year's Kindergarten registration and placed all documents into a folder on Google Drives.</li> </ol>			<b>Data Update on Available Measures:</b>  <u><b>Kindergarten students enrolled by May 15th:</b></u> <b>Baseline: 41% (44/107)</b> <b>Target: 45%</b> <b>Current Data: N/A</b>  <u><b>Kindergarten students enrolled participating in SEA.</b></u> <b>Baseline: 77% (34/44)</b> <b>Target: 79%</b> <b>Current Data: N/A</b>  <u><b>Play-2-Learn Student Enrollment:</b></u> <b>Baseline: 6</b> <b>Target: 20</b> <b>Current: 28</b>

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			<p><b><u>Kindergarten Readiness, historically underserved groups</u></b>  <b>Baseline: 34.9</b>  <b>Target: 38.0%</b>  <b>Current Data: 28.75%</b></p>
<p><b>Effectiveness 3B:</b> Talent management</p>	<p>Shiloh Elementary School is actively cultivating a culture of continuous quality improvement by focusing on academic progress and reflecting on areas and strategies to help our students and teachers be successful.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate current professional development efforts to support the implementation of our Blueprints for the Future.</li> <li>2. Implement procedures to discuss and analyze data.</li> <li>3. Identify strengths and opportunities and to develop an improvement plan.</li> <li>4. Meet with grade levels to discuss wants and needs for coaching and staff development.</li> <li>5. Provide opportunities for teachers to work in leadership roles.</li> <li>6. Encourage staff to seek opportunities for professional growth. This includes additional endorsements and certifications such as ESOL, Gifted, STEM, Coaching. This may also include engaging in GCPS programs such as APP, ALP, or other district provided learning opportunities.</li> <li>7. Expand talent pipeline support for classified, certified, and professional positions</li> </ol>	<p><b><u>Staff Professional Development – Staff Survey</u></b></p> <p><b>Baseline: 60.1%</b>  <b>Target: 63%</b></p>
<p><b>LSPI 90-Day Update</b></p> <ol style="list-style-type: none"> <li>1. Partnered with English Learners (EL) and the gifted department to offer professional learning.</li> </ol>			<p><b>Data Update on Available Measures</b></p>

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		<ol style="list-style-type: none"> <li>2. Teachers have been offered the opportunity to schedule the stellar substitute for peer observations.</li> <li>3. Leaders have completed Mid-Year conferences.</li> <li>4. Principal nominations for endorsements are complete prior to January 27th.</li> <li>5. All staff were invited to complete the EES Survey. The District goal is 75%. At Shiloh ES, 92% of the staff participated in the survey.</li> </ol>	<p><b><u>Staff Professional Development – Staff Survey</u></b>  <b>Baseline: 60.1%</b>  <b>Target: 63%</b>  <b>Current Data: 61%</b></p>
<p><b>Excellence 4C:</b> 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> <p>For this school year, Shiloh Elementary plans to focus efforts on connecting 2nd grade students’ parents to both <i>mypayments plus</i> and the Parent Portal.</p> <p><i>mypaymentsplus</i> is a way for parents to pay for school lunches, make donations, pay for field trips, and view and sign Title 1 documents.</p>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Create a <i>mypaymentsplus</i> station at “Meet your Teacher” day.</li> <li>2. Advertise the importance of <i>mypaymentsplus</i> and the Parent Portal to access Title 1 documents, school donations, field trips.</li> <li>3. Create mobile technology stations to encourage parent access and completion of parent surveys, F/R lunch forms, and <i>mypaymentsplus</i> registration.</li> <li>4. Track parent participation on mypaymentsplus and Parent Portal</li> <li>5. Advertise these platforms as a tool to track Title 1 documents, discipline, grades, attendance, and payments towards school events.</li> <li>6. Conduct a minimum of four parent workshops/events to educate parents about <i>mypaymentsplus</i> and the Parent Portal.</li> <li>7. Call and assist families with connecting to mypaymentsplus and Parent Portal via phone calls and assisting the parent at the school.</li> </ol>	<p><b><u>Parent Portal and <i>mypaymentsplus</i> parent connectivity</u></b></p> <p><b><i>Parent Portal Account Report – 2nd grade</i></b></p> <p><b>Baseline: 45.9% (61/133)</b>  <b>Target: 49.0%</b></p> <p><b><i>mypaymentsplus – 2nd grade</i></b></p> <p><b>Baseline: 0</b>  <b>Target: 80%</b></p>

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	The Parent Portal is a way for parents to see student grades, schedules, behavior, health, and attendance records.		
<p><b>LSPI 90-Day Update</b></p> <ol style="list-style-type: none"> <li>1. Leaders, Title 1 parent committee participants, and School Council members have discussed plans for allocating Title I funds to enhance the parent center in alignment with the school wide plan.</li> <li>2. Held parent-teacher conferences in October. Most parents opted for a Zoom conference, though parents were given the option to attend in-person.</li> <li>3. The School Nutrition manager continued to check-in with families regarding the Free/Reduced lunch application.</li> <li>4. POL shares weekly Newsletters with timely information</li> <li>5. ITIC shares school communications via updating the school website and School Story on Dojo.</li> <li>6. Shiloh ES participated in a Boosterthon where we raised over \$8,000 for a school Greenhouse.</li> </ol>			<p><b>Data Update on Available Measures</b></p> <p><b><u>Parent Portal and <i>mypaymentsplus</i> parent connectivity</u></b></p> <p><b><i>Parent Portal</i> Account Report – 2nd grade</b></p> <p><b>Baseline: 45.9% (61/133)</b>  <b>Target: 49.0%</b>  <b>Current Data: 63.6%</b></p> <p><b><i>mypaymentsplus</i> – 2nd grade</b></p> <p><b>Baseline: 0</b>  <b>Target: 80%</b>  <b>Current Data: 80.5%</b></p>