

2022-2023 Local School Plan for Improvement (LSPI)

School: The ITC Cluster Superintendent: Jay Nebel

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 ITC is focused on improving the overall wellbeing of our staff and students to meet the unique needs of individuals in the English language learning environment.	<ol style="list-style-type: none"> 1. Enhancing our Social Emotional Learning (SEL) program. 2. Evaluate the effectiveness of our new teacher on-boarding program. 3. Increase opportunities/access for student participation in clubs/activities. 4. Evaluate staff recognitions. 5. We are staffed with 2 counselors and 1 Social Worker. The ratios from students to counselor and 	<p>1B1. Increase the number of students responding positively on the Student Wellbeing Survey to the question:</p> <p>I enjoy coming to this school (75%).</p> <p>KPI Baseline: 75% KPI Target: 80%</p> <p>1B2. Increase the number of staff responding positively on the Staff Wellbeing Survey to the question:</p> <p>When there is a problem in my school, we talk about how to solve it (82%).</p> <p>KPI Baseline: 82%</p>

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		<p>social workers are below county targets.</p> <p>Budget Implications: Local and Title I budgets.</p> <p>Person(s) Responsible: Steve Frandsen, Admin Team, SEL team,</p>	<p>KPI Target: 85%</p> <p>1B3. Student support ratios: counselors.</p> <p>KPI Baseline: 300:1</p> <p>KPI Target: 300:1</p>
<p><u>LSPI 90-Day Update</u></p>			<p><u>Data Update</u></p>
<p><u>Implementation Design Progress:</u></p> <p><u>Student and family updates:</u></p> <ul style="list-style-type: none"> ● Counselors, Social Workers, and POL hosted a Title I Digital Parent Workshop Dec. 14 to discuss important community resources like where to get immunizations and how to access books in English over the winter break. ● Counselors and Social Worker logged a total of 522 student/parent contacts as of Feb. 10, 2023. These contacts include attendance concerns, behavior interventions, emotional support, immunization documentation, assistance with free lunch forms, parent conferences, and resource checks for academic, physical, or mental well-being. ● Student awards at the end of first semester for all campuses. Categories include Best Effort, Most Improved, Excellence, and Student of the Semester. ● Student produced videos to view in Advisement including a student talent show and students interviewing teachers. ● SEL Advisement lessons created specifically for our students posted on the ITC Advisement eCLASS page. 			<ul style="list-style-type: none"> ● KPI data updates will be available at the 180 day review. ● Fall Student Universal Wellness Screener data <ul style="list-style-type: none"> ○ Tier 1: 33% (189); Tier 2: 60% (343); Tier 3: 7% (39) ○ 24 students Tier 3 in all 4 categories <p><i>“There’s at least one adult in this school that I can talk to if I have a problem”</i></p> <ul style="list-style-type: none"> ○ 8th: 58% no or low risk ○ 9th: 59% no or low risk ○ 10th: 66% no or low risk ○ 11th: 61% no or low risk <ul style="list-style-type: none"> ● Completion rate for midyear screener: 94% faculty and staff, 88% student

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- Bag of hygiene products stored in each ITC classroom and extra clothing at each site. Additional health items available after counselor/social worker conference.
- Students chose their own electives for SY24 during Jan-Feb. 2023.
- 128 Students are currently enrolled in an elective Study Skills class
- Included Needs Assessment Team development for Advisement special CSI budget submitted in Feb.

Faculty and Staff updates:

- Digital CLTs for each course met 15 times in 18 weeks.
- All supplies students need for ITC classrooms provided to teachers and replenished in January. A variety of teaching tools to support instruction provided to each faculty member such as sentence strips, anchor chart paper, and student dry erase boards. Faculty members may check out specific items such as mobile dry erase boards, anchor chart stands, supply carts for small group instruction, math manipulatives, and Mimio Teach systems.
- Teachers met in person for professional learning on Digital Learning Days Sept. 16, Nov. 8, and Feb. 3.
- Breakfast for faculty and staff on DLD when together as a large group. Dessert was provided those days to celebrate the faculty and staff birthdays for that month. Snacks at local sites replenished, as needed.
- ITC veterans were honored with a special gift during a faculty meeting on Nov. 8 for Veteran's Day.
- Each faculty meeting includes the opening ritual of spinning the prize wheel.
- Faculty and staff members received a different gift or perk each day for National Education Week in Nov.
- Saturday Collaboration was offered Oct., Nov. 12, Dec. 10, Jan. 21, and Feb. 11 with 20 spots each Saturday at \$40/hr. A total of 67 spots were used by faculty members who earned a combined \$11,282, funded by Title I Instructional Support.

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<ul style="list-style-type: none"> ● All teachers hired by ITC after December 2021 were assigned a mentor teacher. <p><i>Implementation Design Next Steps:</i></p> <ul style="list-style-type: none"> ● Counselors will meet with students ready to transition next fall and hold an SST meeting with the local school. ● POL will begin logging contact with families and offering Parent Center hours on three campuses. ● Continue rewarding teachers who cover for colleagues during planning due to lack of substitutes. ● Create additional student Advisement videos and add Read-Alouds as an Advisement video option. ● Continue digital CLT meetings 3 weeks a month. ● Continue faculty and staff perks. ● Offer Saturday Collaboration on March 18, April 29, and May 13. ● Schedule Needs Assessment Advisement Team for March (CSI plan) 			
<p>Equity 2A: Multi-tiered system of supports</p>	<p>The ITC follows the initiative to identify students' individual needs and provide support specific to students who have minimal proficiency in English and have gaps in their educational background.</p>	<ol style="list-style-type: none"> 1. Continue to develop the Multi-Tiered System of Supports (MTSS) team. 2. Continue to identify and implement effective interventions. 3. Continue to develop effective Remedial Education Program (REP) options. 4. Implement the Positive Behavior Intervention and Supports (PBIS) program. 	<p>2A1 - MTSS screening participation rate: academic Baseline: N/A Target: 95%</p> <p>2A2 - MTSS screening participation rate: wellbeing Baseline: N/A Target: 95%</p> <p>2A3 - PBIS implementation PBIS implementation – Current status - No</p>

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		<p>Baseline: N/A Target: Initial implementation</p>
<p>LSPI 90-Day Update</p>		<p>Data Update on Available Measures</p>
<p>Implementation Design Progress:</p> <ul style="list-style-type: none"> ● Use the ITC Instructional Framework in every class ● Saturday School sessions twice a month starting in Oct. ● Read with Me sessions offered at least twice a month for each campus starting in Nov. ● Students practice with IXL and Delta Math in classes and in Advisement ● We are offering the following courses for REP or as a companion course for acceleration: ● Monthly site meetings for KidTalks ● Counselors met with students who have multiple minor incidents to determine root causes ● Admin team has maintained consistency across campuses in terms of consequences and interventions provided to students with behavior or attendance issues. ● For students with more serious, repetitive behavior issues, we had SST meetings and parent conferences before and after assigning consequences. ● We have offered SST meetings to pregnant students as their due dates approached ● We are currently working through the SST process and gathering data for one student who may qualify for SpEd services and transition to the local school in the future. ● PBIS representatives on each campus meet monthly to discuss progress and implementation. Three campuses have been able to offer perk in coordination with the local school, such as popcorn on Fridays, Kona Ice truck visits, and pep rallies. ● MTSS team meets monthly for updates. 		<ul style="list-style-type: none"> ● KPI data updates will be available at the 180 day review. ● We are offering the following courses for REP or as a companion course for acceleration: <ul style="list-style-type: none"> ○ ELA remediation course-103 students ○ Math remediation course 104 students ○ LDC for ESOL courses-106 students ○ LDC for Math course- 25 students ○ Reading/Writing course- 46 students ○ Elective Study Skills course- 128 students ● ELT Fall semester only <ul style="list-style-type: none"> ○ 4 Saturday School sessions fall semester; total 24 students attended ESOL and/or Math sessions ○ 19 Read with Me sessions fall semester; total 22 students attended ● \$22,125 spent on books and Word-to-Word dictionaries

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<p>Implementation Design Next Steps:</p> <ul style="list-style-type: none"> ● Develop additional REP classes for SY24 ● Continue with monthly PBIS, MTSS, and Site meetings the last week of the month ● Admin train on restorative practices ● A PBIS team has been established with representation at each site. We are using the progress made at Meadowcreek to serve as a model at the other sites. 			
<p>Equity 2B: Opportunity and access</p>	<p>The ITC provides opportunity and access to the language and content for students who have minimal proficiency in English and have gaps in their educational background.</p>	<ol style="list-style-type: none"> 1. Implementation of the ITC instructional framework. 2. Development of content and language objectives for every lesson. 3. Development of language appropriate formative and summative assessments. 4. Professional development for teachers. 5. Increased opportunities for parental involvement. 6. Hire a Parent Outreach Liaison (POL). 7. Implement PBIS 	<p>2B1 - Percent of students making at least 1 Georgia Department of Education (GaDOE) Performance Band improvement on ACCESS will increase.</p> <p>Percent of students making at least 1 GaDOE Performance Band in each domain will increase by at least 5%.</p> <p>KPI Baseline: Listening: 54.5% Reading: 40.8% Speaking: 33.1% Writing: 60.5%</p> <p>KPI Target: Listening: 59.5% Reading: 45.8% Speaking: 38.1% Writing: 65.6%</p> <p>2B2 - Employ a Parent Outreach Liaison (POL)</p> <p>Employ a POL – Current Status - No</p>

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			<p>Baseline: No Target: Yes</p>
LSPI 90-Day Update			Data Update on Available Measures
<p>Implementation Design Progress:</p> <ul style="list-style-type: none"> ● Use the ITC Instructional Framework in every class ● Added additional titles to the ESOL classroom libraries in August ● Ordered additional Physical Science classroom libraries for growth in Feb. ● Purchased Word-to-Word dictionaries for the primary languages of our students for each classroom teacher to have for student use ● Purchased additional Spanish texts for the bookroom in Jan. ● Fall parent conference nights at Berkmar, Discovery, and Meadowcreek ITC. ● Maxwell is scheduled to speak to ITC students during Advisement on each campus in Feb. ● All students have a school-issued Chromebook and can ask for a hotspot, if needed ● Teachers have been introduced to additional manipulatives and learning tools they can check out at each DLD ● CLTs develop learning target and language targets for each unit and then create the common assessment together for consistency across campuses ● Feb. 3 DLD included a 3 hr session with a national educational consultant based on the classroom observations and feedback earlier in the week. ● Feb. 3 DLD included a 3 hr session for teachers hired after Jan. 2021 where veteran teachers shared tips based on a new teacher needs assessment survey ● POL hired in the fall has started inviting parents to campus to meet with her for questions and concerns. 			<ul style="list-style-type: none"> ● KPI data will be available at the 180 day review. ● The ITC had 1.3% fewer students receive exclusionary consequences than the GCPS High School average (ITC 5.2%, GCPS 6.5%) ● We hired a POL and she is working with families. ● We hosted 3 parent meetings reviewing the parent portal, My PaymentPlus and parent resources. We estimate 15 families attended.
Implementation Design Next Steps:			

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<ul style="list-style-type: none"> ● Schedule spring parent meetings at all 6 sites ● Expand the number of campuses that offer Study Skills ● Introduce new titles to the SS classroom libraries to meet the needs of World History and US History courses ● Counselor hold transition meetings with students moving to the local school SY24 		
<p>Effectiveness 3B: Talent management</p>	<p>The ITC is strategic in hiring teachers and staff to meet the needs of our students. Once hired, the ITC works to provide the training, materials, and environment to the staff that would encourage the staff to choose to remain at the ITC.</p>	<ol style="list-style-type: none"> 1. Evaluate current professional development efforts to identify strengths and opportunities and then develop an improvement plan. 2. Meet with content teams to discuss wants and needs for coaching and staff development.
		<p>3B1 – Number of Teacher Leadership Roles</p> <p>Department Chairs - 7 Site Leads - 6</p> <p>KPI Baseline: 13 KPI Target: 17</p> <p>3B2 - Teacher Retention - Early career</p> <p>Early career teacher retention: 83.4%</p> <p>KPI Baseline: 83.4% KPI Target: 86%</p> <p>3B3 - Teacher Retention - Experienced</p> <p>Experienced teacher retention: 84%</p> <p>KPI Baseline: 84% KPI Target: 87%</p> <p>3B4 - % of teachers with ESOL certification</p> <p>Percentage of teachers ESOL certified: 73%</p>

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			KPI Baseline: 73% KPI Target: 78%
LSPI 90-Day Update			Data Update on Available Measures
<p>Implementation Design Progress:</p> <ul style="list-style-type: none"> ● New teachers has sessions during pre-planning and DLDs and were assigned a mentor ● Teachers completed RBES, updated implementation plan in Dec/Jan, and have had mid-year conference with admin ● Admin completed FA #1, Briefs #1-3 ● Professional development offered on all DLDs ● Outside consultant worked with all teachers hired after Dec. 2021 for a full day learning to support ESOL instruction in Oct. 2022. ● Outside consultant completed observation and feedback sessions in the fall and again in Jan. ● Admin conducted informal walkthroughs using the ITC form ● Peer observations for new teachers and department chairs ● Release days for site leads and ESOL department chairs for completing ELPs ● Staff recognition through Helpful Tips, BOOST award, and Teacher Leader opportunities ● Included Needs Assessment Team development for professional development and literacy instruction in special CSI budget submitted in Feb. <p>Implementation Design Next Steps:</p> <ul style="list-style-type: none"> ● Offer additional opportunities for Release days for peer observation ● Offer release days for choice professional learning sessions, led by Teacher Leaders ● Continue to recognize teachers on Helpful Tips, BOOST awards, and increase opportunities for Teacher Leaders to serve others ● Schedule Needs Assessment for Professional Learning team for March (CSI 			<ul style="list-style-type: none"> ● KPI data updates will be available at the 180 day review. ● \$650 spent on release days for peer observations and/or completing ELPs ● Faculty and Staff survey sent in Dec to gauge interest in returning for SY24 included “I am happy and prefer to keep my current assignment” <ul style="list-style-type: none"> ○ 52 of 52 responses received affirmed this statement ○ 1 asked to transfer as of Feb. 10. ● Staff recognitions <ul style="list-style-type: none"> ○ Helpful Tips spotlights-22 teachers ○ BOOST awards- 22 teachers ○ Teacher leaders asked to present to peers during professional learning-13 teachers ● Teachers received observation and feedback sessions from national consultant <ul style="list-style-type: none"> ○ 21 teachers in Oct. ○ 22 teachers in Jan. ● Awaiting approval for Needs Assessment Teams (CSI) <ul style="list-style-type: none"> ○ Professional Learning \$5396.64 ○ Literacy \$4212.90

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<ul style="list-style-type: none"> plan) • Schedule Literacy Collaborative Planning sessions for March (CSI plan) • 		
<p>Excellence 4A: Preferred education destination</p>	<p>The ITC is focused on preparing each and every student with the language and content skills and knowledge to be successful beyond high school. The ITC is focused on being a school that would attract and retain the best talent available to teach our students with unique linguistic and social needs.</p>	<ol style="list-style-type: none"> 1. Evaluate current efficacy of our Professional Development (PD) efficacy and identify opportunities for improvement. 2. Evaluate current offerings to families for support and identify opportunities for improvement with a focus on supportive community and academic press. 3. Evaluate current staff climate and identify opportunities for improvement.
		<p>4A1 – Increase the percentage of employee retention. Retention rate of staff: 88% Baseline: 88% Target: 89%</p> <p>4A2 – Increase the number of positive responses on the Family Satisfaction Survey to the question: I believe adults in this school care about my student (83%). Baseline: 83% Target: 86%</p> <p>4A3 – Increase the number of positive responses on the Student Satisfaction Survey to the question: Work I do in this school is useful and interesting to me (74%). Baseline: 74% Target: 77%</p>
LSPI 90-Day Update		Data Update on Available Measures
<p>Implementation Design Progress:</p> <ul style="list-style-type: none"> • Professional development offered on all DLDs • Outside consultant worked with all teachers hired after Dec. 2021 for a full day learning to support ESOL instruction in Oct. 2022. 		<ul style="list-style-type: none"> • KPI data updates will be available at the 180 day review. • \$650 spent on release days for peer observations and/or completing ELPs • Teachers received observation and feedback

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- Outside consultant completed observation and feedback sessions in the fall and again in Jan.
- Admin conducted informal walkthroughs using the ITC form
- Peer observations for new teachers and department chairs
- Release days for site leads and ESOL department chairs for completing ELPs
- Students and teachers have the instructional tools and supplies needed to learn without families needing to provide supplies or teachers using their personal money for resources
- Promoted the ESOL TALC classes at MHS and NHS and had teachers participate
- Actively working to get English learning materials in the hands of families through ELTs
- Offered Saturday Collaboration for teachers to create lessons and assessments specifically designed for our unique clientele
- POL hired in the fall

Implementation Design Next Steps:

- Increase the number of Release days offered for new teachers to observe peers and department chairs to observe peers
- Increase the number of admin walkthroughs using the ITC form
- Create schedule for outside consultant for summer professional learning and SY24
- Get the three parent centers ready for families to visit by March and create rotation schedule for POL
- Try Momentum ELT on three campuses for March-May as a pilot for that program

sessions from national consultant

- 21 teachers in Oct.
- 22 teachers in Jan.
- Faculty and Staff survey sent in Dec to gauge interest in returning for SY24 included “I am happy and prefer to keep my current assignment”
 - 52 of 52 responses received affirmed this statement
 - 1 asked to transfer as of Feb. 10
- Title I budget
 - \$18,912 spent on Direct Instruction Supplies as of Feb. 11.
 - \$15,997 spent on digital subscriptions for appropriate instructional materials for SY23
 - \$3600 for stipends for teachers to take ESOL preparation course and take the ESOL GACE
 - \$3242 spent on books and learning manipulatives for teacher and student use in ELTs that later go into the homes of those students
 - \$34,330 in collaborative planning spent to support faculty and staff working outside of contract hours