2022-2023 Local School Plan for Improvement (LSPI)

School:Chattahoochee Elementary   Principal: Mark D. Moon

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	For Chattahoochee to meet the needs of our diverse community population and in alignment with the Blueprint for the Future, we need to increase the cultural competence and proficiency of our organization and individual	**Action Steps** - - Arrange a Heritage/International Night event, partnered with community members. - Continue to have students participate on morning announcements to recognize holidays/cultures and ensure that different cultures are recognized equitably.	Progress will be measured using the following: **Family Survey** - I feel welcome at this school (baseline - 66% Almost Always True, goal - 68%) **Student survey** - In this school, there is at least one adult who knows and cares about me

	staff members to improve service delivery, strengthen programs, and enhance engagement.	• Continue to provide diverse mentor texts for lessons and classroom libraries • Implement a student council sponsored fundraiser to bring awareness to the diversity of our community. • Continue to provide translators to support our community. • Create a Korean specials class. • Create an Inclusion committee that will organize, plan and implement events. • Staff participation in Positive Behavior Intervention and Support (PBIS) training.	(baseline - 78% Almost Always True, target- 80%) • I enjoy coming to school (baseline - 49% Almost Always True, target-51%)

LSPI 90-Day Update	**Data Update on Available Measures**
Implementation Plan Progress: *Students have participated monthly on announcements to recognize different holidays/cultures. *All students participate in a Korean specials class. *The Inclusion Committee meets monthly to review data of our student groups and decorate bulletin boards and areas of the school. *Translation support has been available to our community for all parent conferences. *PBIS team members have completed training. **Implementation Plan Next Steps:** *Continue to partner with the community for our Heritage Night in March.	**Survey data for growth measures above will be available at the 180 day updates.*

Equity 2A:	A multi-tiered system of support (MTSS) is a proactive and preventative	**Academic Press Action Steps -** • Administer iReady, a universal screener to all students.	**Milestones ELA on Reading Status 21-22 (3rd grade):**

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Multi-tiered system of supports	framework that allows us to integrate data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.	- Analyze data from the universal screener to identify academic and non-academic strengths. - Provide responsive high-quality instructional strategies and interventions to each and every student. - Provide interventions at increasing levels of intensity based on student need. Extend and accelerate for students who demonstrate early mastery. - Provide literacy supports to scaffold for English Language Learners and Students with Disabilities. - Create a team to support staff and students with the intervention processes of Chattahoochee ES. **Supportive Community Action Steps:** - Use structures and processes (PBIS, Morning Meetings, SEL Lessons and Counseling Groups, Clubs) that promote relationships schoolwide. - Continue to utilize the CES Intervention team to respond to the academic and non-academic needs of students. - Engage parents and families as partners via academic and social family nights, Grandparents breakfast and	**All Students:** 72.9% read on grade level or above (TARGET: 74%) **Student Groups:** English Language Learners - 61.7% reading on grade level or above (TARGET: 63%) Free Meals - 63.2% reading on grade level or above (TARGET: 65%) Students With Disabilities - 44.6% reading on grade level or above (TARGET: 46%) Black - 72.9% reading on grade level or above (TARGET: 74%) Hispanic - 61.3% reading on grade level or above (TARGET: 63%) **Percent Beginning on ELA Milestones Data 21-22** **Free Meals** 3rd - 21% (TARGET: 20%) 4th - 22% (TARGET: 21%) 5th - 10% (TARGET: 9%) **PBIS** Move to installing on the GaDOE PBIS levels of school recognition.

		lunch, Principal Town Halls, All Pro Dads and Parent-Teacher Conferences. ● Create a PBIS committee to train and support students and staff with the implementation of PBIS strategies. ● Create an SEL committee to support in the implementation of supportive community interventions.	

LSPI 90-Day Update	Data Update on Available Measures
Implementation Plan Progress: *There is an MTSS Team with teacher representation from across grade levels and areas.* *Selected teachers (EIP, IRR, ESOL) have trained on intervention programs.* *Teachers are utilizing data to determine instructional changes that can support students during Wildcat Time, which happens daily in all classrooms.* **Implementation Plan Next Steps:** *The MTSS Team will convene to review current processes and implementation of interventions.* *Teachers will continue training on interventions.* *PBIS team will continue to create PBIS plan for implementation in 2023-2024 School Year.*	***Milestones data for growth measures above will be available at the 180 day updates.*

| Equity 2B: Opportunity and access | Chattahoochee ES supports the GCPS Board of Education's vision of expanded opportunity and access. | <u>**Academic Press Action Steps:**</u>
● Administer iReady, a universal screener to each and every student.
● Analyze data from the universal screener to identify academic and non-academic strengths. | Progress Toward Goal will be Measured via the following:

Percent of students who are universally screened in Math and ELA - 100% |

		- Increase the number of underrepresented students in the Gifted and Accelerated Programs. - Provide Accelerated Mathematics and Reading to Second through Fifth Grade Students. - Provide and engage Kindergarten through Fifth grade students in rigorous STEM Problem and Project Based learning opportunities. - Provide a high-quality Computer Science Special course for students in Kindergarten through Fifth Grade with a computer science, coding, and robotics focus. **Supportive Community Action Steps:** - Continue to provide students with a variety of enrichment activities through clubs, such as Harry Potter Club, Gardening Club, Newspaper Club, Running Club, Fitness Club, Chess Club, Coding Club, Robotics Club, Good News Club, Drama Club, Reader's Rally and Music Clubs. - Solicit feedback from students for opportunities they would like to experience while at Chattahoochee ES.	**Student Survey** - All students have access to rigorous courses and supports (Baseline 34% Almost Always True, Target: 36%) **Family Survey** - My student is challenged with a rigorous course of study at this school (Baseline - 44% Almost Always True. Target - 46%)

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LSPI 90-Day Update			Data Update on Available Measures
Implementation Plan Progress: * The universal screener data is used to identify students for eligibility consideration for the Gifted Program. * All students participate in Computer Science and Korean. *A variety of clubs allow for student participation. Dance Club and Drama Club were also added for students across grade levels. *Students have access to Advanced Content in reading and math for grades 2-5. **Implementation Plan Next Steps:** *Screener data will be reviewed to identify additional students for eligibility into the Gifted Program.			** 95% of students (1st-5th grades) participated in the universal screeners (Math and ELA) in August. 95% of students (K-5th grades) **Survey data for growth measures above will be available at the 180 day updates.
Effectiveness 3A: Results-Based Evaluation System	In Gwinnett County Public Schools, the Results-Based Evaluation System (RBES) is used to measure performance and promote continuous quality improvement in the areas of supportive community and academic press. The RBES also defines accountability at the school and classroom levels. Based on end of year assessment data, action steps are needed to redefine the inputs, behaviors and actions that	**Academic Press Action Steps:** ● Employ the Chattahoochee Elementary School Collaborative Framework where Collaborative Learning Teams (CLTs). ● Utilize a structured agenda to focus CLT members to maximize collaborative time ● Provide targeted daily Tier 1 Interventions and enrichment opportunities via CES Wildcat Time (AKS CQI) to each and every student. ● Provide Tier 2 and Tier 3 interventions via small group instruction as well as personalized and/or individual pathway of instruction.	Progress Toward Goal will be Measured via the following: **Milestones ELA on Reading Status 21-22 (3rd grade):** **All Students:** 72.9% read on grade level or above (TARGET: 74%) **Student Groups:** ELL - 61.7% reading on grade level or above (TARGET: 63%) Free Meals - 63.2% reading on grade level or above (TARGET: 65%) SWD - 44.6% reading on grade level or above (TARGET: 46%)

measure student success to support student growth.			Black - 72.9% reading on grade level or above (TARGET: 74%) Hispanic - 61.3% reading on grade level or above (TARGET: 63%) **Percent Beginning on ELA Milestones Data 21-22** **Free Meals** 3rd - 21% (TARGET: 20%) 4th - 22% (TARGET: 21%) 5th - 10% (TARGET: 9%) **Staff Survey** ● Struggling students receive early intervention and remediation to acquire skills (baseline - 36% Almost Always True, Target - 38%)
LSPI 90-Day Update			**Data Update on Available Measures**
Implementation Plan Progress: * Teachers have grade level goals aligned to the LSPI. *Structured meeting agenda has been implemented in weekly collaborative meetings to facilitate instructional conversations and maximize collaborative time. * The Continuous Quality Improvement Cycle is followed during collaborative planning sessions and protocols guide data reviews and instructional conversation. **Implementation Plan Next Steps:** * The Plan-Do-Check-Act cycle will continue during collaboration.			***Milestones data for growth measures above will be available at the 180 day updates.* ***Survey data for growth measures above will be available at the 180 day updates.*

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| **Excellence 4C:** World-class communications and engagement | In order for CES to meet supportive community and academic press goals, world-class communication and engagement is needed with parents, students and community. | **Supportive Community Action Steps:**
● Prioritize and employ two-way communication between teacher-student and teacher-parent.
● Prioritize two-way communication between school-parents.
● Ensure consistency across classrooms in regards to communication, such as eClass and weekly newsletters.
● Host virtual Principal Town Hall meetings quarterly to provide families, students, and the community with current school information as well as opportunities for parents to render feedback and input for school improvement.
● Host Parent-Teacher Conferences twice per year (or as needed) to inform parents of the progress of students and to solicit parent feedback and input for school improvement.
● Elevate student voice via Chattahoochee ES Student Council.
● Host Chattahoochee Elementary School Council and PTA meetings and use both as opportunities to solicit additional feedback and input for school improvement actions. | Progress toward goal will be measured via the following:
Family Survey
● Parents/families have input into plans for improving this school (Baseline: 43% Almost Always True Target; 45%)
● I am informed about progress toward the improvement goals of the school (Baseline - 43% Almost Always True - Target - 45%)
Staff Survey
● With important decisions we seek input from parents and the community (Baseline - 42% Almost Always True - Target 44%) |

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Implementation Plan Progress: *There have been two Principal Town Halls for parents (November and February).* *Weekly Newsletters are a part of school/home communication.* *Monthly Parent Newsletters are sent to the community.* *Community events (Grandparents Breakfast, STEM Night, Daddy/Daughter Dance, Heritage Night) introduce opportunities for the community to engage within the school throughout the year.* **Implementation Plan Next Steps:** * We will continue to seek feedback and increase two-way communication.*	**Survey data for growth measures above will be available at the 180 day updates.*