

2022-2023 Local School Plan for Improvement (LSPI)

School: Corley Elementary

Principal: Aleshia Duckworth

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) |
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| Empathy 1B: Staff and student wellbeing | Corley Elementary has experienced success with its focus on teaching and learning. Corley has had a strong focus on teaching and learning to increase student achievement. | <ul style="list-style-type: none"> Corley Elementary will provide professional learning with a focus on Social Emotional Learning. Through this form of PD, teachers will be | Listed below are the sample questions from the EES survey. The responses will be utilized to drive the Local School Plan for Improvement. Student Survey <ul style="list-style-type: none"> I feel safe at this school (Baseline: 39%-; Target:45%) I enjoy coming to this school ((Baseline: 41%; Target-47) Staff Survey |

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| | <p>However, survey data has indicated that a variety of staff members need support with prioritizing their self care and wellbeing, while at Corley. The survey data also indicates the need for a focus on student self care.</p> | <p>able to build their capacity with the implementation of SEL strategies for both themselves and the students that they serve.</p> <ul style="list-style-type: none"> ● Implementation of GCPS Social Emotional Learning lessons in all classroom settings. ● Review PBIS matrix to identify areas for improvement and to implement with fidelity, ● Increase the number of clubs and activities for students. ● Cultivate a Wellness Room | <ul style="list-style-type: none"> ○ When there is a problem in my school, we talk about how to solve it (Baseline-69%; Target-71%) ○ My principal/administrator cares about me as a person (Baseline-83; Target-85%) ○ I understand instructional strategies to support social emotional objectives (Baseline 88%-; Target-89%) ○ I received training on instruction to support Social Emotional Learning (Baseline-85%; Target-87%) <p><u>Parent Survey</u></p> <ul style="list-style-type: none"> ○ I believe the adults in this school care about my student (Baseline: 83%-; Target-85%) ○ The district places emphasis on Social Emotional Learning in addition to core academic learning (Baseline-81%; Target-83%) |
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| | | for all staff members at Corley Elementary | |
| LSPI 90 Day Update <ul style="list-style-type: none"> ● Staff members were given opportunities to review Social Emotional Learning (SEL) data and to connect the strategies that are utilized locally for SEL lessons in the classroom setting. Teachers were provided with professional learning opportunities to assist with the interpretation of the Educational Effectiveness Survey (EES) data. ● Students have received lessons from the local counselors in connection to Social Emotional Learning (SEL). Additionally, each counselor is able to provide individual and/or group lessons based on needs. ● Schoolwide Positive Behavior Intervention and Supports (PBIS) celebrations took place for students to implement team building activities with their peers and teachers. ● We have 24 clubs for the school year. During the 2nd Semester, Corley Elementary added 3 club opportunities for K & 1st: The Kindness Club, Soccer Club, and Robotics Club ● The Wellness Room was revealed to the staff on July 25, 2022. Local administrators will continue to encourage use of the Wellness Room by Staff. | | Data Update on Available Measures <ul style="list-style-type: none"> ● Survey data will be available at the 180 Day Review | |
| LSPI 180 Day Update | | Data Update on Available Measures | |
| Equity 2A: | Corley Elementary will focus on data | <ul style="list-style-type: none"> ● Corley Elementary will | <u>Student Achievement</u> |

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| <p>Multi-tiered system of supports</p> | <p>analysis to reach the needs of every student. In order to meet the academic and non-academic needs of every student, we will utilize a data driven framework to identify students that may be at risk or need enrichment opportunities.</p> | <p>work to develop a MTSS Team. The team will consist of the MTSS lead, all members of the administrative team, and Corley teachers and support.</p> <ul style="list-style-type: none"> ● Monthly PBIS and SEL meetings with committee members ● Quarterly PBIS student Celebrations that are facilitated by the local counselors ● Corley Elementary will implement attendance incentives for each and every student. ● The MTSS team and the Corley | <ul style="list-style-type: none"> ● Decrease the % of students scoring in the Beginning level on the Georgia Milestones <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Baseline</th> <th style="width: 35%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>3rd LA</td> <td style="text-align: center;">47.9%</td> <td style="text-align: center;">43.15%</td> </tr> <tr> <td>3rd Math</td> <td style="text-align: center;">29.8%</td> <td style="text-align: center;">26.82%</td> </tr> <tr> <td>4th LA</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">27%</td> </tr> <tr> <td>4th Math</td> <td style="text-align: center;">18.4%</td> <td style="text-align: center;">16.56%</td> </tr> <tr> <td>5th LA</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">27%</td> </tr> <tr> <td>5th Math</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">25.2%</td> </tr> <tr> <td>5th Science</td> <td style="text-align: center;">30.8%</td> <td style="text-align: center;">27.72%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Corley Elementary will achieve the award as a PBIS Distinguished School | | Baseline | 2023 Target | 3rd LA | 47.9% | 43.15% | 3rd Math | 29.8% | 26.82% | 4th LA | 30% | 27% | 4th Math | 18.4% | 16.56% | 5th LA | 30% | 27% | 5th Math | 28% | 25.2% | 5th Science | 30.8% | 27.72% |
|--|--|---|---|--|----------|-------------|--------|-------|--------|----------|-------|--------|--------|-----|-----|----------|-------|--------|--------|-----|-----|----------|-----|-------|-------------|-------|--------|
| | Baseline | 2023 Target | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3rd LA | 47.9% | 43.15% | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | <p>staff will monitor a variety of data pieces at the local school, including iReady, local assessments, and more. This will be helpful with identifying student academic strengths and needs.</p> <ul style="list-style-type: none">• The Corley counselors will monitor student absenteeism, in order to work towards decreasing the percentage from previous years.• Corley staff members will participate in consistent MTSS based professional learning | |
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| | | throughout the school year. | |
| LSPI 90 Day Update <u>Updates</u> <ul style="list-style-type: none">● A Multi-tiered Systems of Supports (MTSS) Team has been developed. This team consists of the principal, assistant principal, instructional coaches, teachers, counselors and other members of the staff where MTSS strategies for each student.● We have implemented PBIS and SEL Committee meetings since the month of September. Within each meeting, participants are able to discuss best practices for support of PBIS and SEL.● Schoolwide Positive Behavior Intervention and Supports (PBIS) celebrations took place for students to implement team building activities with their peers and teachers. The dates include:<ul style="list-style-type: none">○ November 18, 2022: 838 students○ February 24, 2023: 868 students● The Counselors have implemented a schoolwide attendance initiative to recognize one class on a weekly basis and a grade level on a monthly basis.● The MTSS Team meets on a monthly basis to review student data in order to determine appropriate instruction and intervention steps and support for each student. Within each data analysis session, participants are able to gain insight on key performance on assessments. The dates include:<ul style="list-style-type: none">○ September 21, 2022○ October 28, 2022○ December 2, 2022 | | Data Update on Available Measures <ul style="list-style-type: none">● Applicable data will be available at the 180 Day Review. | |

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| <ul style="list-style-type: none"> ○ December 7, 2022 ○ January 27, 2023 ○ February 3, 2023 ● Corley Counselors have conducted a total of 12 Student Attendance Review Committee(SARC) meetings to date in order to provide support to families to curb absenteeism. ● MTSS professional learning took place on all Digital Learning Days(DLDs) for the appropriate implementation of Amplify, iReady and other resources to support the MTSS model. | | | |
| LSPI 180 Day Update | | Data Update on Available Measures | |
| <p>Equity 2B: Opportunity and access</p> | <p>Corley Elementary will focus on intentional strategies that will lead to the students at Corley receiving a variety of high quality instruction, enrichment opportunities, and curriculum.</p> | <ul style="list-style-type: none"> ● Corley Elementary will offer Play 2 Learn opportunities for the families with children in ages 0-5. ● Corley Elementary has partnered with GASP to ensure after school opportunities for all students. ● Corley Elementary will | <p><u>EES Family Survey</u>:% of Positive Responses</p> <ul style="list-style-type: none"> ● Student Survey: My teacher finds other ways for me to learn things that I find difficult (Baseline-61%; Target-64.9%) ● Staff Survey: I believe that all students all students can meet state standards (Baseline-40%' Target-46%) ● Parent Survey: My student is challenged with a rigorous course of study at this school (Baseline-29%; Target-%) <p><u>Student Achievement</u>: An increase in the % of students scoring Proficient/Distinguished on grade level ELA Milestones</p> |

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| | | <p>also utilize Title I funds to offer Extended Learning Opportunities for all students.</p> <ul style="list-style-type: none"> ● Corley Elementary will partner with the local media specialist to ensure diverse representation in materials. | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">ELA</th> <th style="width: 25%;">Baseline</th> <th style="width: 50%;">Target Data</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">22.4%</td> <td style="text-align: center;">30.16%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">34.4%</td> <td style="text-align: center;">40.96%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">47.8%</td> </tr> </tbody> </table> | ELA | Baseline | Target Data | 3rd | 22.4% | 30.16% | 4th | 34.4% | 40.96% | 5th | 42% | 47.8% |
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| 5th | 42% | 47.8% | | | | | | | | | | | | | |
| <p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● A second Play 2 Learn session has been added, allowing for us to offer a morning and afternoon session. The expansion of two sessions began on January 19, 2023. ● We have partnered with Georgia After School Program (GASP) to provide students with homework assistance, remediation and enrichment opportunities. ● While the district has provided Extended Learning Opportunities for students in grades 1st-5th, Corley Elementary has received approval from the Title I Office to also include Kindergarten. There are 80 students currently benefiting from extended learning opportunities. ● With an additional 57 new texts, the Media Specialist continues to build the media center collection based on the cultural diversity of the Corley community. | <p>Data Update on Available Measures</p> <ul style="list-style-type: none"> ● Applicable data will be available at the 180 Day Review. | | | | | | | | | | | | | | |

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| LSPI 180 Day Update | | | Data Update on Available Measures | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Effectiveness 3A: Results-Based Evaluation System</p> | <p>Corley Elementary utilizes the Result-Based Evaluation System to ensure continuous academic progress, while reflecting on instructional steps, planning, and outcomes.</p> | <ul style="list-style-type: none"> Corley Elementary will implement consistent instructional walkthroughs with the administrative and support team. This strategy will assist with leadership next steps and support. Corley Elementary staff members will participate in weekly collaborative learning opportunities where participants will analyze data, work | <p>Student Achievement An overall increase in proficiency levels on the Milestones Benchmark from the 1st semester to the 2nd semester.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | <p>samples, and other planning elements.</p> <ul style="list-style-type: none"> • Tiered support will be provided for each and every student, through remediation and enrichment opportunities, based on progression with the AKS | <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">4th</td> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">5th</td> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> </table> | 4th | | | | 5th | | | |
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| <p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> • The administrative team consistently conducts weekly walkthroughs and provides appropriate teacher feedback. • Grade level collaborative planning occurs twice weekly. Teachers continue to utilize data driven instructional conversations that are guided by the local instructional coaches and assistant principals. • Individualized support (Tier 1, Tier 2, and Tier 3) through remediation and enrichment, continues to be provided to students daily through Continuous Quality Improvement (CQI) and intervention segments. | | <p>Data Update on Available Measures</p> <ul style="list-style-type: none"> • Applicable data will be available at the 180 Day Review. | | | | | | | | | |
| <p>LSPI 180 Day Update</p> | | <p>Data Update on Available Measures</p> | | | | | | | | | |
| <p>Excellence 4A:</p> | <p>Corley Elementary</p> | <ul style="list-style-type: none"> • Build parent capacity through | <p>Georgia Milestones Achievement</p> | | | | | | | | |

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| <p>Preferred education destination</p> | <p>conducted a Needs Assessment and the Gwinnett County School’s survey for students, staff, and the community. Based on this data, Corley Elementary will become a preferred education destination for students, parents, and employees. This will be based on a continued focus on a positive learning and school climate that will result in improved student achievement.</p> | <p>Family Engagement Nights</p> <ul style="list-style-type: none"> ● Increase the number of clubs and extracurricular activities ● Effective intervention and enrichment for students ● Effective Tier instruction (EL Education, etc) | <ul style="list-style-type: none"> ● An increase in the % of students Proficient/Distinguished on the EOG Exams in grade 3rd-5th <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">ELA</th> <th style="width: 35%;">Baseline</th> <th style="width: 50%;">Target Data</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">22.4%</td> <td style="text-align: center;">30.16%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">34.4%</td> <td style="text-align: center;">40.96%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">47.8%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Math</th> <th style="width: 35%;">Baseline: SY21-22</th> <th style="width: 50%;">Target Data: SY22-23</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">28.3%</td> <td style="text-align: center;">35.47%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">46.4%</td> <td style="text-align: center;">51.76%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">28.7%</td> <td style="text-align: center;">35.83%</td> </tr> </tbody> </table> | ELA | Baseline | Target Data | 3rd | 22.4% | 30.16% | 4th | 34.4% | 40.96% | 5th | 42% | 47.8% | Math | Baseline: SY21-22 | Target Data: SY22-23 | 3rd | 28.3% | 35.47% | 4th | 46.4% | 51.76% | 5th | 28.7% | 35.83% |
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| 3rd | 28.3% | 35.47% | | | | | | | | | | | | | | | | | | | | | | | | | |
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- An increase in the % of students Proficient/Distinguished on the EOG District Assessments in grade K-2nd

| ELA | Baseline: SY21-22 | Target Data: SY22-23 |
|-----|-------------------|----------------------|
| K | 69% | 72.1% |
| 1st | 62% | 65.8% |
| 2nd | 48% | 53.2% |

| Math | Baseline: SY21-22 | Target Data: SY22-23 |
|------|-------------------|----------------------|
| K | 77% | 79.3% |
| 1st | 84% | 85.6% |
| 2nd | 66% | 69.4% |

EES Survey Data - % of positive responses:

Employee Satisfaction

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| | | | <ul style="list-style-type: none"> ● Staff at all levels are treated fairly here (Baseline-38% ; Target -44.2%)) |
| <p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Family Engagement Nights were held in the fall (Literacy) and the winter (Math and Science). An additional Parent Workshop was offered to accompany each session. In the fall, we offered a workshop with a technology focus. In the winter, parents and stakeholders were offered a workshop that focused on assessments. ● Corley Elementary has 24 clubs for the school year. During the 2nd Semester, Corley Elementary added 3 club opportunities for K & 1st: The Kindness Club, Soccer Club, and Robotics Club <ul style="list-style-type: none"> ○ Average Club Attendance/day: ○ Aug - 20 students/day ○ Sept- 26 students/day ○ Oct - 26 students/ day ○ Nov - 27 students/ day ○ Dec - 22 students/ day ○ Jan - 26 students/ day ● There were six Intervention Sessions held after school during the first semester. Additionally there will be three Saturday school learning opportunities offered during the second semester. There are 80 students currently benefiting from the Saturday Learning program. Classroom teachers are also tailoring grade level lesson plans to meet the learning needs of each student through remediation and enrichment. ● Teachers have been provided with professional learning to ensure effective Tier 1 and Tier 2 instruction through the implementation of the piloted EL Education curriculum. | <p>Data Update on Available Measures</p> <ul style="list-style-type: none"> ● Applicable data will be available at the 180 Day Review. | | |

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