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.** Additionally, schools are required to select one goal from each of the other strategic priorities. 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. 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.

2025 - 2026 Local School Plan for Improvement (LSPI)

School: HARRIS ELEMENTARY   Principal: Jennifer Redd

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)
Empathy 1.B - Staff and Student Well Being	After reviewing survey data from students, it became clear that an increased focus on wellbeing is essential. As the school moves forward, prioritizing the wellbeing of students will be key to our efforts to continue to strengthen	1. The Administrative team, counselor, and SEL lead will collaborate with student leaders to gather student perspectives about their school experience. 2. The Counselor, Social Worker and Administrative team will meet at least once a month to identify and address support needs for students experiencing chronic absences. 3. Teachers will create positive, engaging, and inclusive learning communities for their students.	**EES Survey Data** B.B. Harris will increase the percentage of positive responses on the **Educational Effectiveness Survey** for stakeholders. <table><tr><td>Questions</td><td>24-25 Baseline</td><td>Target</td><td>Results</td></tr><tr><td>I enjoy coming to this school.</td><td>49.2%</td><td>54.2%</td><td></td></tr><tr><td>I feel safe at this school.</td><td>52.9%</td><td>57.9%</td><td></td></tr></table> Staff Survey <table><tr><td>Questions</td><td>24-25 Baseline</td><td>Target</td><td>Results</td></tr><tr><td>Our staff shares new ideas and strategies</td><td>78.2%</td><td>88.2%</td><td></td></tr></table>

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)			
	overall school culture and success.	4. The Instructional Leadership Team will work closely with the Administrative Team to better understand the collaborative needs of staff and grade-level teams. This will include gathering regular feedback from their respective teams each month to help identify areas where additional support is needed. **Person Responsible:** • Instructional Leadership Team • Administrative Team • Counselor • SEL lead • MTSS Coordinator • Certified and Classified Staff **From Time Line:** 08-04-2025 00:00:00.000 **To Time Line:** 05-22-2026 00:00:00.000 **Budget Implication:** Local and Title I funds may be utilized for certain portions of this goal.	with one another			
			Our teachers engage in classroom based professional development activities that focus on improving instruction.	76.1%	86.1%	

Attendance Data

Reduce **chronic absenteeism** of our student body by 8% over the previous year.

Chronic Absences	SY24-25	SY25-26
% of Students Chronically Absent	13%	10%

| Equity 2.A - Multi-tiered | Based on our school needs assessment | 1. "Wildcat" Time (intervention/enrichment block) built into the | **Achievement Data** |

2025 - 2026 Local School Plan for Improvement (LSPI)

School: HARRIS ELEMENTARY   **Principal: Jennifer Redd**

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)
System of Supports	and instructional leadership team conversations, we believe a well-defined and executed multi-tiered system of supports (MTSS) must be in place in order to reach and teach every child. We want to reduce variability and increase the fidelity of High-Quality Tier 1 instruction for all students, including intentional small groups, access to grade level curriculum, ongoing formative assessments, and progress monitoring. We want to provide	main schedule with purposeful planning for that time during Collaborative planning time to ensure additional opportunities for small group, targeted instruction which supports the effective interventions and acceleration supports to students. 2. Utilize classroom walkthroughs, peer observations, and feedback (informal and formal) to enhance and monitor High Quality Tier 1 Instruction 3. Designate two days a week for formalized CLT meetings or Professional learning to support effective Tier 1 instruction. 4. Continuation of our Positive Behavioral Interventions & Supports (PBIS) program 5. Implement a schoolwide tiered Attendance plan to encourage regular student and staff attendance 6. Extended Learning Time program with targeted AKS support in Language Arts and Math	Increase the percentage of students scoring in the Proficient/Distinguished categories on the **Georgia Milestones Assessment System** (GMAS) by 8% or more over the previous year in **ELA** and **Math**.

Increase the percentage of students scoring in the Proficient/Distinguished categories on the **Georgia Milestones Assessment System** (GMAS) by 8% or more over the previous year in **ELA** and **Math**.

GMAS: ELA % Proficient/Distinguished	Baseline: SY24-25	Goal: SY25-26
3rd Grade	32%	40%
4th Grade	34%	42%
5th Grade	45%	53%

GMAS : Math % Proficient/Distinguished	Baseline: SY24-25	Goal: SY 25-26
3rd Grade	47%	55%
4th Grade	50%	58%
5th Grade	46%	54%

Growth Data

Increase the percentage of students meeting their Typical Growth on the **i-Ready Screener** for **ELA** and **Math** by 10% over the previous year.

Grade Level/Percentage of Students	ELA Typical Growth SY24-25	ELA Typical Growth Goal SY 25-26	Math Typical Growth SY 24-25	Math Typical Growth Goal SY25-26
K	57%	67%	65%	75%
1st	52%	62%	60%	70%

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)			
	targeted, research-based Tier 2 and 3 interventions for students needing academic, and behavioral support. We want to promote regular attendance, ensuring all students have access to instruction.	7. Use release days, extended planning time, digital learning days, and summer planning days to increase opportunities for CLTs to collaborate and effectively plan. **Person Responsible:** • Administration team • School Counselor • Instructional Coach • MTSS Coordinator • Certified and Classified staff **From Time Line:** 01-01-1900 00:00:00.000 **To Time Line:** 01-01-1900 00:00:00.000 **Budget Implication:** Local and Title 1 funds may be utilized to support the goal	2nd 63% 73% 56% 66% 3rd 62% 72% 62% 72% 4th 66% 76% 55% 65% 5th 58% 68% 49% 59%			

Growth factor sub-table:

2nd	63%	73%	56%	66%
3rd	62%	72%	62%	72%
4th	66%	76%	55%	65%
5th	58%	68%	49%	59%

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)
Equity 2.B - Opportunity and Access	Based on our school Title 1 needs assessment and conversations with the instructional leadership team, we believe that	1. Use of assessment tools to monitor and support instruction 2. Build Parent Capacity to support learning at home through family workshops, Parent Center programming, and regular teacher communication	**Achievement Data**

Achievement Data

Reading On or Above Grade Level	Baseline: SY 2025	Goal: SY 2026
3rd Grade	62%	67%
4th Grade	57%	62%
5th Grade	74.5%	79.5%

Growth Data

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)
	every student deserves access to a high-quality curriculum, rigorous and relevant coursework, and meaningful enrichment opportunities. Our focus will be on increasing students' opportunities to learn and succeed by consistently implementing a curriculum aligned with grade-level expectations; incorporating effective strategies and supports for multilingual learners; expanding enrichment opportunities including learning about technology and artificial	3. Consistently implement a high-quality curriculum that reflects grade level expectations, focusing on early literacy and the science of reading (EL Instruction) 4. Continue to increase opportunities to increase student engagement and leadership 5. Utilize intervention block to provide targeted interventions/extensions to increase growth on the iReady screener 6. Plan and Implement a Continuous Quality Improvement professional learning 7. Encourage and provide students with opportunity to engage with different text **Person Responsible:** • Administration team • Parent Outreach Liaison • MTSS Coordinator • Instructional Coach • Multilingual Teachers • Early Intervention and Support Teachers • Classified and Certified staff **From Time Line:** 08-04-2025 00:00:00.000	(see below)

Increase the percentage of students meeting their Stretch Growth on the **i-Ready Screener** for **Reading** and **Math** by 5% over the previous year.

Grade Level/Percentage of Students	Reading Stretch Growth 2024-2025	Reading Stretch Growth Goal SY 2025-2026	Math Stretch Growth SY 2024-2025	Math Stretch Growth Goal SY 2025-2026
K	39%	44%	47%	52%
1st	32%	37%	40%	45%
2nd	39%	44%	25%	30%
3rd	27%	32%	27%	52%
4th	33%	38%	25%	30%
5th	28%	33%	17%	22%

Language Proficiency Data

Increase the percentage of Multilingual Learner students moving "One Band" and "More Than One Band" on the **ACCESS** by 5% over the previous year.

ACCESS Band Growth-School Year	Remained the same	Moved One Band	Moves More than One Band
2024-2025 Actual	32.4%	22.7%	44.9%
2025-2026 Goal	24.4%	25.7%	49.9%

* Percentages based on 158 MLs (not including N/A MLs, such as KK and new students.

2025 - 2026 Local School Plan for Improvement (LSPI)

School: HARRIS ELEMENTARY   **Principal: Jennifer Redd**

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)
	intelligence; and strengthening partnerships with families.	**To Time Line:** 05-22-2026 00:00:00.000 **Budget Implication:** Local and Title 1 funds may be utilized	