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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.

2026 - 2027 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	At Harris ES, we recognize that students and staff perform better in safe well-maintained and emotionally supportive environments.	1. Foster a positive, safe, and inclusive school culture by implementing school-wide events. 2. Utilize PBIS and Social-Emotional Learning (SEL) practices that support the academic,	Primary Measures: Academic growth, attendance rates, wellbeing indicators Promote a positive school climate by improving from the previous year for positive student responses in the "Belonging" and "Supportive Learning Environment" themes of the EES Survey, staff in "Communication", and families in "Communication" and "Parent and Community Involvement".

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		behavioral, and emotional well-being of students, staff, and families. 3. Engage students, families, and staff in meaningful two-way communication by regularly sharing academic and behavioral information, gathering student voice through leadership opportunities, and providing multiple opportunities for family participation and engagement in school events. 4. Ensure every classroom provides a positive,	Student EES Survey 2026 Baseline 2027 Goal		
			Belonging and Identity Almost Always 46.6% Sometime True 41.8% Almost Never True 11.7%	Almost Always 50% Almost Never 9.7%	
			Supportive Learning Environment Almost Always 49.8% Sometime True 39.4% Almost Never 10.8%	Almost Always 54.8% Almost Never True 8.8%	

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		engaging, and inclusive learning environment where students feel valued, supported, and connected to their learning and school community. Person Responsible: Administrators Certified staff Classified staff Parent Liaison School Counselor MTSS Coordinator SEL lead Social Worker ITI Coach From Time Line: 01-01-1900 00:00:00.000	Staff EES Survey	2026 Baseline	2027 Goal
			Communication	Almost Always 50.3%	Almost Always 55.3%
				Often True 29.9%	
				Sometimes True 13.8%	
				Seldom True 5.9%	Seldom True 3.9%
			Family EES Survey	2026 Baseline	2027 Goal
			Parent & Community Involvement	Almost Always True 60.2	Almost Always 65%
				Often True 24.5%	
				Sometime True 8.7%	
				Seldom True 3.1%	

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		To Time Line: 01-01-1900 00:00:00.000 Budget Implication: School Budget Tile I Budget		Almost Never True 3.5%	Almost Never 2%	
			Communication	Almost Always True 66.9%	Almost Always True 71%	
				Often True 20.7%		
				Sometime True 7.4%		
				Seldom True 1.9%		
				Almost Never True 3.1%	Almost Never True 2%	
Equity 2.A - Multi-tiered System of Supports	At Harris Elementary, we know that student needs are increasingly complex, particularly for multilingual learners, students with disabilities, and twice-	1. Strengthen instructional practices by providing ongoing professional learning and planning time to focus on high-quality Tier 1 instruction,	Primary Measures: GMAS Elementary Increase the percentage of students scoring on GMAS to meet our “WSA Continuous Improvement” Goal in ELA, Math.			
			GMAS: ELA % Proficient/Distinguished		Baseline: SY25-26	Goal: SY26-27

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	exceptional students. We recognize that students schools with lower MTSS fidelity show weaker academic, attendance, and behavioral outcomes. As a school, we are targeting staffing and coordinated supports to yield better outcomes than broad undifferentiated approaches.	effective small-group instruction, and differentiated supports. Use classroom walk-throughs, learning walks, teacher feedback, and implementation data to monitor instructional fidelity and guide coaching. 2. Expand opportunities for remediation, intervention, and enrichment to ensure all students—including Multilingual Learners (ML), Gifted, High Achievers, and students requiring additional support—receive targeted instruction	3rd Grade				
			4th Grade				
			5th Grade				
			GMAS: Math % Proficient/Distinguished	Baseline: SY25-26	Goal: SY26-27		
			3rd Grade	56%	61%		
			4th Grade	50%	61%		
			5th Grade	40%	55%		
			GMAS ELA and Math (Elementary: Grades 3-5) Increase the percentage of students scoring at the P/D in the following student groups: (Add any other disparate group)				
			Student Group	ELA Baseline: SY25-26	ELA Goal: SY26-27	MA Baseline: SY25-26	MA Goal: SY26-27
			Special Education			18%	23%
			ML			28%	33%

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		aligned to their needs. 3. Strengthen Collaborative Learning Teams (CLTs) to analyze student data, collaboratively plan instruction, monitor the effectiveness of instructional strategies, and implement targeted supports for diverse learners. 4. Implement a comprehensive data-monitoring process to regularly review student academic progress, evaluate the impact of instructional strategies, and measure	<table><tr><td>Black</td><td></td><td></td><td>43%</td><td>48%</td></tr><tr><td>Hispanic</td><td></td><td></td><td>36%</td><td>41%</td></tr><tr><td>F&R</td><td></td><td></td><td>41%</td><td>46%</td></tr></table> ML English Proficiency Progress (ML PP) Increase the progress towards English Proficiency Index to meet our “WSA Continuous Improvement Goal” <table><tr><td></td><td>2025-26 Baseline</td><td>2026-27 Goal</td></tr><tr><td>ML pp</td><td>100%</td><td>100%</td></tr></table> Growth Data Increase the percentage of students meeting their Typical Growth on the i-Ready Screener for Reading and Math by 5% over the previous year.	Black			43%	48%	Hispanic			36%	41%	F&R			41%	46%		2025-26 Baseline	2026-27 Goal	ML pp	100%	100%
Black			43%	48%																				
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		school-wide progress toward baseline growth targets. 5. Implement and sustain a school-wide PBIS framework that recognizes positive student behaviors, provides consistent expectations and respectful redirection, and promotes a positive, supportive school climate. 6. Monitor and strengthen attendance practices through consistent implementation of school attendance initiatives, data analysis, and targeted interventions to	<table><tr><th>Grade Level / Percentage of Students</th><th>Reading Typical Growth SY25-26</th><th>Reading Typical Growth Goal SY26-27</th><th>Math Typical Growth SY25-26</th><th>Math Typical Growth Goal SY26-27</th></tr><tr><td>K</td><td>47%</td><td>52%</td><td>73%</td><td>78%</td></tr><tr><td>1st</td><td>39%</td><td>44%</td><td>37%</td><td>42%</td></tr><tr><td>2nd</td><td>62%</td><td>67%</td><td>52%</td><td>57%</td></tr><tr><td>3rd</td><td>60%</td><td>65%</td><td>56%</td><td>61%</td></tr><tr><td>4th</td><td>61%</td><td>66%</td><td>54%</td><td>59%</td></tr><tr><td>5th</td><td>60%</td><td>65%</td><td>38%</td><td>43%</td></tr></table>	Grade Level / Percentage of Students	Reading Typical Growth SY25-26	Reading Typical Growth Goal SY26-27	Math Typical Growth SY25-26	Math Typical Growth Goal SY26-27	K	47%	52%	73%	78%	1st	39%	44%	37%	42%	2nd	62%	67%	52%	57%	3rd	60%	65%	56%	61%	4th	61%	66%	54%	59%	5th	60%	65%	38%	43%	Growth Data Student Groups Increase the percentage of students meeting their Typical Growth on the i-Ready Screener for Reading and Math by 5% over the previous year. (Add any other disparate group)			
Grade Level / Percentage of Students	Reading Typical Growth SY25-26	Reading Typical Growth Goal SY26-27	Math Typical Growth SY25-26	Math Typical Growth Goal SY26-27																																						
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District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)																																																			
		improve student attendance and engagement. Person Responsible: Administrators Instructional Coach MTSS Coordinator Certified Teachers PBIS Coach SEL Coach School Counselor Social Worker From Time Line: 01-01-1900 00:00:00.000 To Time Line: 01-01-1900 00:00:00.000 Budget Implication: School Budget Funds Title 1 Funds	<table><tr><td>Special Education</td><td>40%</td><td>45%</td><td>44%</td><td>49%</td></tr><tr><td>ML</td><td>58%</td><td>63%</td><td>56%</td><td>61%</td></tr><tr><td>Black</td><td>52%</td><td>57%</td><td>38%</td><td>43%</td></tr><tr><td>Hispanic</td><td>54%</td><td>59%</td><td>53%</td><td>58%</td></tr><tr><td>F&R</td><td>53%</td><td>58%</td><td>50%</td><td>55%</td></tr><tr><td>Gifted</td><td>74%</td><td>79%</td><td>65%</td><td>70%</td></tr></table>	Special Education	40%	45%	44%	49%	ML	58%	63%	56%	61%	Black	52%	57%	38%	43%	Hispanic	54%	59%	53%	58%	F&R	53%	58%	50%	55%	Gifted	74%	79%	65%	70%	Growth Data Increase the percentage of students meeting their Stretch Growth on the i-Ready Screener for Reading and Math by 5% over the previous year. <table><tr><td>Grade Level / Percentage of Students</td><td>Reading Stretch Growth SY25-26 Baseline</td><td>Reading Stretch Growth SY26-27 Goal</td><td>Math Stretch Growth SY25-26 Baseline</td><td>Math Stretch Growth SY26-27 Goal</td></tr><tr><td>K</td><td>28%</td><td>33%</td><td>53%</td><td>58%</td></tr><tr><td>1st</td><td>17%</td><td>22%</td><td>12%</td><td>17%</td></tr><tr><td>2nd</td><td>37%</td><td>42%</td><td>27%</td><td>32%</td></tr></table>	Grade Level / Percentage of Students	Reading Stretch Growth SY25-26 Baseline	Reading Stretch Growth SY26-27 Goal	Math Stretch Growth SY25-26 Baseline	Math Stretch Growth SY26-27 Goal	K	28%	33%	53%	58%	1st	17%	22%	12%	17%	2nd	37%	42%	27%	32%
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			3rd	31%	36%	26%	31%
			4th	32%	37%	24%	29%
			5th	31%	36%	6%	11%
			Growth Data Student Groups				
			Increase the percentage of students meeting their Stretch Growth on the i-Ready Screener for ELA and Math by 5% over the previous year.				
			Grade Level / Percentage of Students	ELA Stretch Growth SY25-26 Baseline	ELA Stretch Growth SY26-27 Goal	Math Stretch Growth SY25-26 Baseline	Math Stretch Growth SY26-27 Goal
			Special Education	12%	17%	13%	18%
			ML	57%	62%	26%	31%
			Black	23%	28%	13%	18%
			Hispanic	26%	31%	26%	31%
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			Tier 2 and Tier 3 Interventions Decrease the number of students in Tier 2 and Tier 3 from the previous year <table><tr><td></td><td>2025-26 Baseline</td><td>2026-27 Goal</td></tr><tr><td>Number of Students with Interventions</td><td>87</td><td>77</td></tr></table> Chronic Absenteeism Reduce the percentage of students who are chronically absent (absent more than 10% of the school year). <table><tr><td></td><td>2026 Baseline</td><td>2027 Goal</td></tr><tr><td>Chronic Absence Rate</td><td>11%</td><td>9%</td></tr></table>		2025-26 Baseline	2026-27 Goal	Number of Students with Interventions	87	77		2026 Baseline	2027 Goal	Chronic Absence Rate	11%	9%
	2025-26 Baseline	2026-27 Goal													
Number of Students with Interventions	87	77													
	2026 Baseline	2027 Goal													
Chronic Absence Rate	11%	9%													
Equity 2.B - Opportunity and Access	At Harris Elementary School, Early literacy proficiency	1. Utilize literacy assessment data, including i-Ready and other formative	Primary Measures: Reading proficiency, % of students in K-2 reading on grade level, academic growth												

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	remains the strongest predictor of long-term academic success.	and summative measures, to identify student needs, guide instructional planning, and provide targeted interventions and enrichment. 2. Strengthen literacy instruction through regular data talks, professional learning, learning walks, coaching conversations, instructional planning and ongoing reviews of instructional and student performance data to ensure effective implementation and continuous improvement. 3. Foster a culture of literacy by	Student Groups: Reading on/above GL Increase the percentage of students Reading on/above grade level on the GMAS <table><tr><td>% of students Reading On/Above GL</td><td>25-26 Baseline</td><td>25-26 Goal</td></tr><tr><td>Special Education</td><td></td><td></td></tr><tr><td>ML</td><td></td><td></td></tr><tr><td>Black</td><td></td><td></td></tr><tr><td>Hispanic</td><td></td><td></td></tr><tr><td>Gifted</td><td></td><td></td></tr></table> Increase % of students reading on/above grade level on Benchmark Assessments OR % of students moving two microphases (MOY); four microphases for K-1 and three microphases Grade 2 (EOY). (We also need a way to track student names monthly to track progress.) <table><tr><td>K-2 Literacy</td><td>Baseline: BOYSY26-27</td><td>Goal: EOYSY26-27</td></tr><tr><td>K</td><td>76%</td><td>100%</td></tr><tr><td>1</td><td>24%</td><td>71%</td></tr></table>	% of students Reading On/Above GL	25-26 Baseline	25-26 Goal	Special Education			ML			Black			Hispanic			Gifted			K-2 Literacy	Baseline: BOYSY26-27	Goal: EOYSY26-27	K	76%	100%	1	24%	71%
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		providing opportunities for students to engage in meaningful independent reading and by promoting the importance of literacy across all grade levels and content areas. Person Responsible: Administration Instructional Coach Certified Teachers School Librarian MTSS Coordinator From Time Line: 01-01-1900 00:00:00.000 To Time Line: 01-01-1900 00:00:00.000 Budget Implication:	<table><tr><td>2</td><td>17%</td><td>50%</td></tr></table> * BOY data will determine the baseline	2	17%	50%
2	17%	50%				

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		School Budget Title I funds	