

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: GIVE Center West    Principal: Dr. Donna Bishop**

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)												
<b>Empathy 1B:</b> Staff and student wellbeing	In order to ensure that we place each and every staff member and student in an environment that helps them reach their full potential, we must prioritize self-care, physical and mental health, and social emotional learning.	<ol style="list-style-type: none"> <li>1. Increased implementation of the GIVE West Affective Skills Class</li> <li>2. Implementation of sown to grow at all levels.</li> <li>3. Reimagining home-based and ISS to Achieve and Restore</li> <li>4. Shared Leadership and Staff Advisory Committee</li> <li>5. Student Advisory Committee</li> <li>6. Equity Learning Group</li> <li>7. Hire an Additional Counselor</li> </ol>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Baseline</th> <th style="width: 15%;">Target</th> <th style="width: 70%;">EES Survey Questions</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">65%</td> <td style="text-align: center;">75%</td> <td>Student Wellbeing EES – Relationship Skills “I work well in a group or team...”</td> </tr> <tr> <td style="text-align: center;">32%</td> <td style="text-align: center;">45%</td> <td>Student Wellness EES- Supportive Learning Environment “Most students are respectful of others at this school...”</td> </tr> <tr> <td style="text-align: center;">53%</td> <td style="text-align: center;">65%</td> <td>Student Wellbeing EES– Belonging and Engagement “Adults in this school help me plan and set goals for my future...”</td> </tr> </tbody> </table>	Baseline	Target	EES Survey Questions	65%	75%	Student Wellbeing EES – Relationship Skills “I work well in a group or team...”	32%	45%	Student Wellness EES- Supportive Learning Environment “Most students are respectful of others at this school...”	53%	65%	Student Wellbeing EES– Belonging and Engagement “Adults in this school help me plan and set goals for my future...”
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			64%	75%	Student Wellbeing EES– Self-management “I can calm myself down when I am excited or upset...”
			65%	75%	Staff Supports ESS- Colab & Communication “When there is a problem in my school, we talk about how to solve it...”
			65%	75%	Student ESS - Parent and community Engagement “This school respects student differences”
			73%	83%	Staff EES– Focused Professional Development “We are providing training to meet the needs of a diverse student population in our school”
			94.6	84	Student Support Ratios – Counselors

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<b>Equity 2A:</b> Multi-tiered system of supports	In order to ensure that all students are at the center of the learning process, we will prioritize and grow our interventions to support students both academically and socially.	<ol style="list-style-type: none"> <li>1. Additional ELL Supports</li> <li>2. Implementing the MAP Test and Using MAP Data to influence teaching</li> <li>3. Creation of Behavior Support Team</li> </ol>	Baseline	Target	
			11%	16%	Percentage of students exiting the ELL program
			n/a	20% Fall - Spring	MAP Test improvement.
			n/a	5:1	MTSS Interventions Vs. ISS/OSS Days
			67%	77%	EES Student – Supportive Learning Environment “In this school, there is at least one adult who knows and cares about me...”
<b>Equity 2B:</b> Opportunity and Access	We will focus on direct ways to ensure that we offer equity in class offerings, planning for the future, and discipline disproportionality, by offering classes that appeal to different types of learners, encouraging college preparatory	<ol style="list-style-type: none"> <li>1. Adding music and art classes</li> <li>2. SAT/ACT Participation</li> <li>3. Discipline Proportionality</li> </ol>	Baseline	Target	
			0%	25%	% of students taking Art and Music Classes
			n/a	10%	% of 10th, 11th, 12th students who take the SAT and ACT.

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	tests, and studying discipline trends.		n/a	.9 -1.1	% of student groups vs. ISS/OSS/Referral Rate/ Tribunals
<b>Effectiveness 3B:</b> Talent Management	We will ensure that we recruit great teachers and staff, help them develop as professionals, and retain them year to year with the purpose of offering a unique therapeutic environment for the growth of our students.	<ol style="list-style-type: none"> <li>1. Reimaging School Based Professional Development</li> <li>2. Expand pipeline of teachers with college partnerships</li> <li>3. Leadership for Leaders</li> </ol>	Baseline	Target	
			59%	69%	Teacher ESS: Focused Professional Development “Our teachers engage in classroom-based professional development activities that focus on improving instruction...”
			n/a	90%	% teacher and para positions filled by July 1st
			19%	25%	% of teachers participating in Leadership for Leaders
<b>Excellence 4C:</b> World-class communications and engagement	We will grow our outreach to parents through a variety of methods with ultimate	<ol style="list-style-type: none"> <li>1. Increased and improved communication between teachers and parents</li> <li>2. Title I meetings, additional self-help and informational resources and materials</li> </ol>	Baseline	Target	

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	goal of developing learning partnerships with all families and leveraging those partnerships for social and academic growth.	(Title I funds used for additional resources and programs). 3. family and Student Volunteer Projects 4. Increase Mentorship Program	n/a	5 per student per semester	Parent Portal Logins
			n/a	15%	% of families who attend open conferences total
			2	4	Increase by 50% of title one workshops for parents
			0	2	Increase from the previous year of volunteer opportunities
			5.1%	10%	Students participating in the Lyles Mentoring Program