

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

**School:** Baldwin Elementary School

**Principal:** Dr. Brenda Johnosn

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)		
			KPI (EES Spring 2022 Data)	Baseline	SY2023 Target
Empathy 1A: Cultural Competence	Building the cultural competency of our staff will result in creating an environment where staff, students, and families have a sense of belonging at our school.	<ol style="list-style-type: none"> <li>Develop and implement a master schedule that aligns with our Multi-Tiered Systems of Support framework.</li> <li>Provide staff training and support to specifically target the social and emotional needs of our student population, cultural backgrounds, and diverse community.</li> <li>Implement a multi-level prevention system to align with our supportive community framework.</li> <li>Provide lessons, engagement, and opportunities where students can develop meaningful peer relationships.</li> </ol>	Cultural Competence – Staff Survey: <i>We are provided training to meet the needs of a diverse student population in our school.</i>	31%	75%
			Cultural Competence – Student Survey: <i>I am comfortable interacting with people from different backgrounds.</i>	50%	60%
			Cultural Competence – Family Survey: <i>This school addresses</i>	87%	90%

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		5. Provide academic and wellness opportunities to build parents' capacity and create an environment where parents feel welcome.	<i>issues of diversity in a timely and effective manner.</i>		
			Sense of Belonging – Student Survey: <i>In my school, I feel that I belong to a group of friends</i>	48%	58%
			Sense of Belonging – Family Survey: <i>I feel welcome at this school</i>	86%	90%
<b>Empathy 1B:</b> Student and Staff Wellbeing	Students who consistently attend school can engage and thrive in their academics, build stronger peer relationships, and develop life-long study and behavioral habits.  Staff who are consistently present at work and present in the work, attribute to a positive and collaborative school culture where teaching and learning occur at high levels.	<ol style="list-style-type: none"> <li>1. Create a counseling and advisement team to identify and address student attendance concerns.</li> <li>2. Provide staff training to provide interventions aligned with our supportive community multi-tiered framework.</li> <li>3. Create a staff advisement and leadership community where staff are part of the decisions impacting our school.</li> <li>4. Create and develop an instructional leadership team where staff are part of the decisions impacting school improvement.</li> <li>5. Create and maintain a wellness space to address the social and emotional needs of staff.</li> </ol>	<b>KPI (EES and Dashboard Spring 2022 Data)</b>	<b>Baseline</b>	<b>SY2023 Target</b>
			Student Wellbeing: Chronic Absenteeism <i>Percent of students chronically absent (16 or more days)</i>	N = 224	N = 126
			Staff Support: Staff Survey <i>When there is a problem in my school, we talk about how to solve it</i>	46%	56%
			Staff Support: Staff Survey <i>Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)</i>	63%	68%

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<b>Equity 2A:</b> Multi-tiered system of supports	Correctly identifying student needs, aligning instructional practices, providing rigorous interventions, and supporting teachers with quality professional development will address the learning loss and gaps of students.	<ol style="list-style-type: none"> <li>1. Create an MTSS team to facilitate the effective implementation of our multi-tiered systems of support.</li> <li>2. Administer universal screeners and disaggregate data to identify students' levels of need and develop intervention plans.</li> <li>3. Provide staff training on the Synergy MTSS tool to accurately enter student plans, data, interventions, and progress.</li> <li>4. Provide targeted intervention support at Tiers I, II, and III</li> <li>5. Facilitate and monitor the implementation of EL Education literacy pilot.</li> <li>6. Utilize Common Formative Assessments (CFA) to inform instructional decisions and monitor academic progress.</li> <li>7. Provide collaborative planning and learning opportunities for teachers to work with district and local school curriculum coaches.</li> <li>8. Deepen parents' understanding of their child's needs during conferences and family engagement workshops.</li> </ol>	<b>KPI (Screeners, GA Milestones, &amp; CCRPI)</b>	<b>Baseline</b>	<b>SY2023 Target</b>
			MTSS Screening: Academic <i>(Data available in September)</i>	K = 1 <sup>st</sup> = 2 <sup>nd</sup> = 3 <sup>rd</sup> = 4 <sup>th</sup> = 5 <sup>th</sup> =	K = 1 <sup>st</sup> = 2 <sup>nd</sup> = 3 <sup>rd</sup> = 4 <sup>th</sup> = 5 <sup>th</sup> =
			MTSS Screening: Wellbeing <i>(Data available in September)</i>	3 <sup>rd</sup> = 4 <sup>th</sup> = 5 <sup>th</sup> =	3 <sup>rd</sup> = 4 <sup>th</sup> = 5 <sup>th</sup> =
			Percent Reading Below Grade Level on Milestones: <u>3rd Grade</u> , <i>*Historically underserved groups: Black, Hispanic, American Indian, EL, SWD, Free Meals</i>	Black - 29.4% Hisp - 48.8% EL - 48.1% SWD - 80% F/R - 45.3%	Black - 24% Hisp - 43% EL - 43% SWD - 75% F/R - 40%
			Student Improvement: <i>Percent of all Milestones tests in which students scored at Beginning level, lowest performance level</i>	40.1%	35%
			English Learner (EL) Progress Towards Language Proficiency: CCRPI	82%	87%
			(Empty cell for additional data)		

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<p><b>Equity 2B:</b> Opportunity and access</p>	<p>Students who enter kindergarten developmentally, socially, and emotionally ready, are able to sustain academic knowledge and skills needed to be lifelong learners.</p> <p>Identifying and providing enrichment opportunities for students to develop their gifts and talents allows them to take academic risks and thrive at a distinguished level of learning.</p> <p>Providing students with positive behavioral opportunities will decrease the number/percentage of unwanted behaviors that impede academic growth.</p>	<ol style="list-style-type: none"> <li>1. Monitor the effective implementation of Play2Learn as a proactive measure for preparing students birth - 5 for kindergarten readiness.</li> <li>2. Create a PBIS team and begin the implementation process.</li> <li>3. Provide targeted intervention at Tiers I, II, and III in our supportive community framework</li> <li>4. Provide collaborative planning and learning opportunities to increase teacher gifted education capacity.</li> <li>5. Deepen parents' understanding of kindergarten readiness, enrichment learning, and behavior management during family engagement workshops.</li> </ol>	<p><b>KPI (KREP, School Reports, Discipline Dashboard)</b></p>	<p><b>Baseline</b></p>	<p><b>SY2023 Target</b></p>
			<p>Kindergarten Readiness, Historically Underserved Groups: <i>Black, Hispanic, American Indian, EL, SWD, Free Meals</i></p>	<p>14.8%</p>	<p>20%</p>
			<p>Gifted &amp; Talented Representation: Percentage of students in gifted education</p>	<p>4%</p>	<p>8%</p>
			<p>Discipline Incidents:</p>	<p>ISS: N = 16 OSS: N = 19</p>	<p>ISS: N = 10 OSS: N = 14</p>

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<b>Effectiveness 3A:</b> Results-Based Evaluation System	Professional development to improve teaching and learning is essential to sustained academic growth.  In addition, teachers who receive timely and meaningful feedback, leads to change and opportunities to improve their instructional practice.	<ol style="list-style-type: none"> <li>1. Provide professional development on our academic press and supportive community frameworks of MTSS.</li> <li>2. Provide meaningful and just-in-time feedback (e.g., observations, walk-through, and evaluation) that supports the instructional improvement and professional growth of teachers.</li> <li>3. Provide opportunities for teachers to observe master teaching and learning.</li> <li>4. Utilize Common Formative Assessments (CFA) to inform instructional decisions and monitor academic progress.</li> <li>5. Provide collaborative planning and learning opportunities for teachers to work with district and local school curriculum coaches.</li> </ol>	<b>KPI (EES)</b>	<b>Baseline</b>	<b>SY2023 Target</b>
			Improvement Progress: Benchmark Assessments: Percent of students improving on district benchmark assessments between 1st and 2nd semester.	TBD	TBD
			Staff Support – EES Survey: <i>Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)</i>	63%	70%
<b>Excellence 4C:</b> World-Class Communication & Engagement	Parents who are engaged in their student's learning, supports the overall academic, social, and emotional development of their child.	<ol style="list-style-type: none"> <li>1. Provide family and community engagement opportunities for families to provide input impacting school change, share concerns about their child's progress, and gain a greater understanding of the curriculum and multi-tiered system of supports.</li> <li>2. Provide family, community, and engagement training for staff to improve communication</li> </ol>	<b>KPI (EES)</b>	<b>Baseline</b>	<b>SY2023 Target</b>
			Family Survey Participation: <i>Percent of families participating in the annual EES Family Survey.</i>	63%	70%
			Responsive Communication – Family Survey: Percent of families responding positively (weighted average):		

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		and partnerships between parents and the school.	<i>(1) When I share concerns with my student's teacher, they listen</i>	84%	89%
			<i>(2) Parents/families have input into plans for improving this school</i>	70%	75%
			<i>(3) I am given opportunities to discuss my student's progress at school</i>	83%	88%
			<i>(4) I am encouraged to collaborate with my student's teachers about my student's learning</i>	82%	87%