

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

**School: GWIN OAKS ELEMENTARY      Principal: Dr. Craig Barlow**

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 1A:</b> Cultural competence	Gwin Oaks elementary is committed to building the cultural competence of our school, faculty, and staff. We want to use this increase of cultural	<ol style="list-style-type: none"> <li>1. Gwin Oaks will continue our mission to involve all students and families in our efforts to improve our school.</li> <li>2. Our work with SEL and other strategies to build community without</li> </ol>	<ol style="list-style-type: none"> <li>1. Our ESS survey results will increase 3% based on the theme- 'Parents/families have input into plans for improving this school'.</li> <li>2. Our ESS survey results will increase 3% based on the theme- 'This district places emphasis on social emotional learning in addition to core academic learning.'</li> </ol>

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	<p>competency to make sure that our students are better prepared to successfully navigate their path to college and career.</p>	<p>our classrooms will be an integral of our efforts.</p> <p>We will continue to involve our School Council and our PTA Executive Board in our cultural competency efforts.</p>	
<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>Gwin Oaks will continue to remove barriers for our students so that we can ensure that all students have access to programs and support at our school.</p>	<ol style="list-style-type: none"> <li>1. We will provide remediation and enrichment opportunities to all students.</li> <li>2. We will provide equitable access to clubs and extracurricular opportunities.</li> <li>3. IF (Instructional Focus Planning) will continue to reassess our work and make improvements for our students.</li> </ol>	<p>Gwin Oaks will have 98% participation on the MTSS Screening of Academics and the Screening of Wellbeing.</p> <p>Reduction of absenteeism.</p> <p><b>Grade Level Improvement Goals:</b></p> <p><b>Grade 3 GMAS:</b> ELA improvement 5% (proficient+distinguished). Math improvement will improve 5%.</p> <p><b>Grade 4 GMAS:</b> ELA improvement 5% (proficient+distinguished). Math improvement will improve 5%.</p>

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			<p><b>Grade 5 GMAS:</b> ELA improvement 5% (proficient+distinguished). Math and Science will improve 5% (proficient and distinguished).</p> <p><b>Grade 3 GMAS:</b> ELA Beginning level reduced 5%, Math Beginning level reduced by 5%.</p> <p><b>Grade 4 GMAS:</b> ELA Beginning level reduced 5%. Math Beginning level reduced 2%.</p> <p><b>Grade 5 GMAS:</b> ELA Beginning level reduced from 5%. Math Beginning level reduced 5%.</p>
<p><b>Equity 2B:</b> Opportunity and access</p>	<p>Students at Gwin Oaks will all have access to high quality, rigorous instruction. Students will have multiple opportunities to have access to gifted, remedial, and enrichment services.</p>	<ol style="list-style-type: none"> <li>1. Access to EIP will be enhanced by the addition of new staff members.</li> <li>2. Students will participate in SEL and restorative practices.</li> <li>3. Access to technology will be increased for all students.</li> </ol>	<p>Efforts will continue to increase the number of students in the Gifted program by providing school wide access to testing and qualifications.</p> <ul style="list-style-type: none"> <li>● Current gifted student population: 16.5%</li> <li>● 2022-23 goal for the gifted student population: 17.5%</li> </ul> <p>Increased opportunities will be given to students in extracurricular activities.</p> <p>Our 3 lowest themes on the EES are listed below. We will have an increase on the EES survey related to:</p> <ul style="list-style-type: none"> <li>● 34.8% of students had a positive response for “I often see the administrators around the school talking with students.” We would like to increase this to 44.8% positive response.</li> <li>● 22.9% of students had a positive response for “Most students are respectful of others at this</li> </ul>

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			<p>school.” We would like to increase this to 32.9% positive response.</p> <ul style="list-style-type: none"> <li>• 32.5% of students had a positive response for “Setback don’t discourage me.” We would like to increase this to 42.5% positive response.</li> </ul>
<p><b>Effectiveness 3A:</b> Results-Based Evaluation System</p>	<p>Teachers at Gwin Oaks will continue to have input in the goals related to their students. RBES goals will be related to SEL and Academic Press.</p>	<ol style="list-style-type: none"> <li>1. A coordinated process of collaboration meetings is in place and will continue to be refined in the coming year.</li> <li>2. Access to instructional planning will continue to be encouraged for all certified staff members.</li> <li>3. Vertical teaming opportunities will be increased for the 22-23 school year.</li> </ol>	<p>LSPI monitoring will continue throughout the school year.</p> <p>Any initiatives related to academic achievement by GCPS will continue to be promoted at the school level.</p> <p>Performance goals, particularly those related to academics, will be monitored and viewed via data walks and conversations in the IF process.</p> <p><b>Grade Level Improvement Goals:</b></p> <p><b>Grade 3 GMAS:</b> ELA improvement 5% (proficient+distinguished). Math improvement will be 5%.</p> <p><b>Grade 4 GMAS:</b> ELA improvement 5% (proficient+distinguished). Math improvement will be 5%.</p> <p><b>Grade 5 GMAS:</b> ELA improvement 5% (proficient+distinguished). Math improvement 5%, Science improvement 5%.</p> <p><b>Grade 3 GMAS:</b> ELA Beginning level reduced from 5%, Math Beginning level reduced from 5%.</p>

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			<p><b>Grade 4 GMAS:</b> ELA Beginning level reduced 5%, Math Beginning level reduced 2%.</p> <p><b>Grade 5 GMAS:</b> ELA Beginning level reduced 5%, Math Beginning level reduced from 5%.</p> <p>Quarterly CUAs.</p> <p>Coaching Cycle Completion.</p> <p>Our 2 lowest themes on the EES are listed below. We will have an increase on the EES survey related to:</p> <ul style="list-style-type: none"> <li>● “Most students are respectful of others at this school.” We would like to increase this to 32.9% positive response.</li> <li>● “Setbacks don’t discourage me.” We would like to increase this to 42.5% positive response.</li> </ul>
<p><b>Excellence 4A:</b> Preferred education destination</p>	<p>Communication with our families will continue to improve in order to help our school be a preferred educational destination.</p>	<ol style="list-style-type: none"> <li>1. Increased communication of our academic efforts and success. Particularly as it relates to the top 20% of students in GCPS.</li> <li>2. School Council/PTA</li> </ol>	<p>EES surveys for parents and families.</p> <p>After school offerings for students.</p> <p>An ongoing after school program.</p> <p>Our 2 lowest themes on the Family EES are:</p> <ul style="list-style-type: none"> <li>● “Parents and families have input into plans for improving the school.” We would like to increase this to 76.4% positive response.</li> <li>● “This district places emphasis on Social Emotional Learning in addition to core academic</li> </ul>

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		increased communication.  3. Social Media Awareness	learning.” We would like to increase this to 76.8% positive response.
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