

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

**School: Head Elementary School      Principal: Dr. Tonya Burnley**

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	Head Elementary is committed to promoting student and staff well-being through prioritizing self-care, physical and mental health, and social emotional learning. We want all students and adults to feel healthy, safe, and	Head ES will celebrate with students and staff for various reasons throughout the year. Celebrations for students will include, but not be limited to, recognizing positive character traits, rewarding academic success, encouraging reading effort, and more.	We will utilize our EES survey results for both students and staff to measure success. <ul style="list-style-type: none"> <li>• <b>EES Student Questions -</b> <ul style="list-style-type: none"> <li>(1) I feel safe at this school Baseline: 91% “Sometimes or Almost Always True” Goal: 93%</li> <li>(2) I enjoy coming to this school Baseline: 87% “Sometimes or Almost Always True” Goal: 90%</li> </ul> </li> </ul>

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	<p>happy here at school.</p>	<p>The staff will continue to connect with students to ensure students feel they belong.</p> <p>For staff, leaders will lead with empathy and compassion providing support for the needs of all staff members.</p> <p>Staff members will implement SEL lessons for students. Students will continue to participate in character trait lessons through the color stable program.</p>	<p>(3) I am hopeful about my future Baseline: 97% “Sometimes or Almost Always True” Goal: 98%</p> <ul style="list-style-type: none"> <li>● <b>Staff Support – Staff Survey</b> <b>ESS Staff Questions -</b></li> </ul> <p>(1) When there is a problem in my school, we talk about how to solve it Baseline: 91% “Often or Almost Always True” Goal: 93%</p> <p>(2) My principal/administrator cares about me as a person Baseline: 96% “Often or Almost Always True” Goal: 97%</p> <p>(3) My principal facilitates systems/processes to support school improvement Baseline: 97% “Often or Almost Always True” Goal: maintain at least 97%</p> <p>(4) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) Baseline: 91% “Often or Almost Always True” Goal: 93%</p>
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<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>Head ES will use a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success. All students will have access to programs and support based on each need.</p>	<p>Using academic and non-academic universal screener results three times per year, staff will identify students' needs and provide remediation and enrichment opportunities. This academic and well-being support will impact student success.</p>	<p>To measure growth, Head ES will strive to meet the following goals:</p> <ul style="list-style-type: none"> <li>● 98% student participation on academic and well-being screeners.</li> <li>● Increase the percentage of students reading on or above grade level in third grade as measured by the Georgia Milestones.</li> </ul> <p>Baseline: 88% Goal: 93%</p> <ul style="list-style-type: none"> <li>● Increase the percentage of students scoring in Proficient or Distinguished levels on the ELA Georgia Milestones in all grades.</li> </ul> <p>3rd Grade Baseline: 69% Goal: 74%</p> <p>4th Grade Baseline: 62% Goal: 67%</p> <p>5th Grade Baseline: 57% Goal: 62%</p>
<p><b>Equity 2B:</b> Opportunity and access</p>	<p>Students at Head ES will have expanded opportunities to engage in high quality, rigorous, and</p>	<p>In addition to the various clubs, classes, and activities already offered, Head ES is adding Play2Learn, Joyful Learning in kindergarten,</p>	<ul style="list-style-type: none"> <li>● We will monitor and track the number of students in the Gifted Program and continue to provide wide access to this opportunity.</li> </ul> <p>Baseline: 17.5% student population identified as gifted</p>

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	<p>culturally relevant curriculum, and enrichment activities.</p>	<p>and a science special for all students.</p> <p>Using a universal screener, ALL students in grades 1st-5th will be screened for gifted.</p> <p>Additional Early Intervention staff members have been added to implement more supports.</p> <p>Students will participate in SEL lessons and restorative practices.</p> <p>Access to technology has been given to all students through the 1:1 chromebook program.</p>	<p>Goal: 20%</p> <ul style="list-style-type: none"> <li>● We will use the EES student survey results related to this area.             <ol style="list-style-type: none"> <li>(1) All students are held to the same behavior rules and expectations. Baseline: 94% “Sometimes or Almost Always True” Goal: 96%</li> <li>(2) Work I do in this school is useful to me. Baseline: 89% “Sometimes or Almost Always True” Goal: 91%</li> <li>(3) My teacher expects all children to succeed, no matter who they are. Baseline: 99% “Sometimes or Almost Always True” Goal: Maintain</li> </ol> </li> </ul>
<p><b>Effectiveness 3B:</b> Talent management</p>	<p>Teacher and staff effectiveness is critical to the success of a school. Head ES will support educators so that they can achieve district goals.</p>	<p>Head ES provides a robust new teacher program to onboard new staff.</p> <p>Training is provided to all staff that focuses on differentiation to create higher levels of active</p>	<ul style="list-style-type: none"> <li>● To measure our progress, we will monitor the EES staff survey results.             <ol style="list-style-type: none"> <li>(1) In our school we expect all staff to perform responsibilities with a high level of excellence. Baseline: 98% “Often or Almost Always True” Goal: maintain</li> </ol> </li> </ul>

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		<p>engagement and mastery of the AKS.</p> <p>Adult SEL practices will be used this year to ensure teachers experience a positive work environment.</p>	<p>(2) My professional learning community work results in improved student learning. Baseline: 91% “Often or Almost Always True” Goal: 92%</p> <p>(3) Our staff shares new ideas and strategies with one another. Baseline: 91% “Often or Almost Always True” Goal: 92%</p> <p>(4) Our teachers engage in professional development activities to learn and apply new skills and strategies. Baseline: 79% “Often or Almost Always True” Goal: 85%</p> <p>(5) We are provided training to meet the needs of a diverse student population in our school. Baseline: 70% “Often or Almost Always True” Goal: 85%</p>
<p><b>Excellence 4C:</b> World-class communications and engagement</p>	<p>Head ES will provide multiple avenues for two-way communication to keep our community informed and to receive input from all stakeholders.</p>	<p>Head ES teachers will continue to send newsletters to parents with important information and dates.</p> <p>Head ES will continue to use multiple parent and community groups such as PTA and School Council to build</p>	<ul style="list-style-type: none"> <li>• Our success will be measured by the Family EES Survey results.</li> </ul> <p>(1) Communication/materials I receive from the school are in a language I can understand. Baseline: 98% “Often or Almost Always True” Goal: Maintain</p> <p>(2) I feel welcome at this school. Baseline: 91% “Often or Almost Always True” Goal: 93%</p>

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		<p>relationships with the school community.</p> <p>We have increased the number and varied the type of parent-involvement opportunities at Head this year.</p>	<p>(3) Parent organizations at this school actively encourage all families to participate. Baseline: 84% "Often or Almost Always True" Goal: 86%</p> <p>(4) This school communicates effectively with my family. Baseline: 91% "Often or Almost Always True" Goal: 93%</p>
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