

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

### School: Lovin Elementary School      Principal: Kevin Payne

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)
<p><b>Empathy 1B:</b> Student and Staff Wellbeing</p> <p>Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.</p>	<p><b>PBIS Reboot</b> - Lovin ES will institute Tiger Dens (Harry Potter Style Houses) to provide a structure for SEL Lessons/Restorative Practices and opportunities for students to bond with one another and additional adult staff members.</p> <p><b>Staff SEL</b> - Lovin ES will work to ensure individualized, authentic instruction through the implementation of Social Emotional Learning and Restorative Practices,</p>	<p><b>PBIS Reboot</b></p> <ol style="list-style-type: none"> <li>1. Identify Den names/meanings</li> <li>2. Create selection process</li> <li>3. Design SEL Lessons (monthly)</li> <li>4. Design opportunities for Dens to meet (at least monthly), work together, celebrate</li> <li>5. Provide PL for staff (monthly)</li> <li>6. Modify data monitoring systems to provide actionable behavioral data</li> <li>7. Provide some fun engaging competitions for the Dens (e.g., Can Food Drive, School Events Participation)</li> </ol> <p><b>Staff SEL</b></p> <ol style="list-style-type: none"> <li>1. Prioritize Adult Social Emotional Learning through school-based professional learnings</li> <li>2. Implement monthly Staff Wellness Activities</li> <li>3. Develop a Wellness Room</li> </ol>	<p>Increase percent Positive Responses on the following <u>EES-STUDENT</u> survey items:</p> <ol style="list-style-type: none"> <li>1. <b>Most students are respectful of others at this school:</b> BASELINE - 13.7% <b>2023 TARGET - 20%</b></li> <li>2. <b>I enjoy coming to this school:</b> BASELINE - 31.2% <b>2023 TARGET - 40%</b></li> <li>3. <b>There's at least one adult in this school I can talk to if I have a problem:</b> BASELINE - 73% <b>2023 TARGET - 76%</b></li> </ol> <p>Increase percent Positive Responses on the following <u>EES-STAFF</u> survey items:</p> <ol style="list-style-type: none"> <li>1. <b>I receive training on instruction to support social emotional learning:</b> BASELINE - 57% <b>2023 TARGET - 60%</b></li> </ol>

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	with an emphasis on student and staff well-being, self-care, physical and mental health, and social emotional learning.		<p><b>2. Our staff can count on one another for help when needed:</b>            BASELINE - 80%  <b>2023 TARGET - 83%</b></p> <p><b>3. Staff at all levels are treated fairly:</b>            BASELINE - 68%  <b>2023 TARGET - 72%</b></p>																					
<p><b>Equity 2A:</b>            Multi-tiered system of supports</p> <p>Multi-tiered system of supports. Implement a comprehensive framework to fully operationalize a multi- tiered system of supports to address academic &amp; non-academic student needs &amp; remove barriers to success.</p>	<p><b>PBIS Tier 2 Team -</b>            Lovin ES will establish a small team to facilitate students that move from Tier 1 to Tier 2 of support/interventions.</p>	<p><b>Tier 2 Team</b></p> <ol style="list-style-type: none"> <li>1. Define scope of Tier 2 Team</li> <li>2. Identify members of team</li> <li>3. Design processes in which team will operate, based on PBIS guidelines</li> <li>4. Present team and process to staff</li> <li>5. Use the MTSS process for implementation</li> </ol>	<p>DECREASE the percentage of students scoring at the BEGINNING level on the Georgia Milestones Assessment based on their previous year’s performance:</p> <table border="1" data-bbox="1419 781 1822 976"> <thead> <tr> <th>GMAS Category</th> <th>2021- 2022 Baseline Data</th> <th>2022-2023 Target Goal</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup> ELA</td> <td></td> <td>15%</td> </tr> <tr> <td>3<sup>rd</sup> Math</td> <td></td> <td>15%</td> </tr> <tr> <td>4<sup>th</sup> ELA</td> <td>22% (3<sup>rd</sup> Grade)</td> <td>19%</td> </tr> <tr> <td>4<sup>th</sup> Math</td> <td>12% (3<sup>rd</sup> Grade)</td> <td>9%</td> </tr> <tr> <td>5<sup>th</sup> ELA</td> <td>37% (4<sup>th</sup> Grade)</td> <td>32%</td> </tr> <tr> <td>5<sup>th</sup> Math</td> <td>24% (4<sup>th</sup> Grade)</td> <td>21%</td> </tr> </tbody> </table>	GMAS Category	2021- 2022 Baseline Data	2022-2023 Target Goal	3 <sup>rd</sup> ELA		15%	3 <sup>rd</sup> Math		15%	4 <sup>th</sup> ELA	22% (3 <sup>rd</sup> Grade)	19%	4 <sup>th</sup> Math	12% (3 <sup>rd</sup> Grade)	9%	5 <sup>th</sup> ELA	37% (4 <sup>th</sup> Grade)	32%	5 <sup>th</sup> Math	24% (4 <sup>th</sup> Grade)	21%
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<p><b>Equity 2B:</b>            Opportunity and Access</p> <p>Opportunity and access. Expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework &amp; enrichment activities</p>	<p><b>Differentiation and Integration via STEM -</b>            Small group strategic instruction and integration of STEM will be Lovin’s Academic Press focus points. Teachers will use both approaches to personalize instruction and engage each and every student.</p>	<p><b>Differentiation and Integration via STEM PBL Instruction</b></p> <ol style="list-style-type: none"> <li>1. Define structures of small group instruction and STEM integration</li> <li>2. Provide PL to teachers for the new ELA curriculum. Staff will use the pilot to focus on small group instruction. Two additional student areas will also be featured (ESOL and gifted)</li> <li>3. Utilize half of CLT PL this year to focus on exploring the new curriculum to provide the strategic instruction needed for students</li> <li>4. Use ELA/Math iReady screeners and the RTI process to identify student needs</li> <li>5. Teachers will use culturally responsive text to increase engagement and support SEL work</li> <li>6. Utilize Tiger Time Intervention Block to provide additional opportunities for strategic instruction</li> <li>7. Design grade level STEM PBL opportunities for students</li> <li>8. Utilize one CLT meeting a month to plan for effective STEM PBLs</li> </ol>	<p>Increase percent Positive Responses on the following EES-Student survey items:</p> <ol style="list-style-type: none"> <li>1. <b>My teacher(s) ask questions of all students, not just some students</b>              BASELINE - 42%  <b>2023 TARGET - 46%</b></li> <li>2. <b>All students have access to rigorous courses and supports</b>              BASELINE - 39%  <b>2023 TARGET - 45%</b></li> </ol>

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<p><b>Effectiveness 3A:</b> Results Based Evaluation System</p> <p>Redesigned Results-Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.</p>	<p><b>Learning Walks</b> - Lovin ES will develop a structure and a culture of learning from our peers to increase effectiveness as an organization.</p>	<p><b>Learning Walks</b></p> <ol style="list-style-type: none"> <li>1. Share data from EES on peer survey</li> <li>2. Develop a structure for peer visits</li> <li>3. ILT will participate in peer visits to model</li> <li>4. The Administrative Team will participate in monthly Learning Walks with a variety of stakeholders (e.g., Grade Level Teams, local school coaches, and district personnel)</li> <li>5. Create design focus for visits. This focus will support differentiated instruction in goal 2B, as well as monitoring the implementation of the new ELA Pilot that Lovin is participating in</li> </ol>	<p>Increase percent Positive Responses on the following EES-STAFF survey items:</p> <ol style="list-style-type: none"> <li>3. <b>Peer observation/coaching and feedback is a tool we use to improve Instruction</b> BASELINE - 52% <b>2023 TARGET - 55%</b></li> <li>4. <b>Our teachers engage in classroom-based professional development activities (e.g., peer coaching) that focus on improving instruction</b> BASELINE - 60% <b>2023 TARGET - 63%</b></li> </ol> <p>INCREASE the percentage of students scoring at the PROFICIENT and DISTINGUISHED levels on the Georgia Milestones Assessment based on their previous year's performance:</p> <table border="1" data-bbox="1419 979 1824 1170"> <thead> <tr> <th>GMAS Category</th> <th>2021- 2022 Baseline Data</th> <th>2022-2023 Target Goal</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> ELA</td> <td></td> <td>60%</td> </tr> <tr> <td>3<sup>rd</sup> Math</td> <td></td> <td>60%</td> </tr> <tr> <td>4<sup>th</sup> ELA</td> <td>46% (3<sup>rd</sup> Grade)</td> <td>55%</td> </tr> <tr> <td>4<sup>th</sup> Math</td> <td>57% (3<sup>rd</sup> Grade)</td> <td>65%</td> </tr> <tr> <td>5<sup>th</sup> ELA</td> <td>33% (4<sup>th</sup> Grade)</td> <td>50%</td> </tr> <tr> <td>5<sup>th</sup> Math</td> <td>38% (4<sup>th</sup> Grade)</td> <td>50%</td> </tr> </tbody> </table>	GMAS Category	2021- 2022 Baseline Data	2022-2023 Target Goal	1 <sup>st</sup> ELA		60%	3 <sup>rd</sup> Math		60%	4 <sup>th</sup> ELA	46% (3 <sup>rd</sup> Grade)	55%	4 <sup>th</sup> Math	57% (3 <sup>rd</sup> Grade)	65%	5 <sup>th</sup> ELA	33% (4 <sup>th</sup> Grade)	50%	5 <sup>th</sup> Math	38% (4 <sup>th</sup> Grade)	50%
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<p><b>Excellence 4A:</b> Preferred education destination</p> <p>Preferred education destination. Be the first choice of students and families</p>	<p><b>Joyful Learning</b> - Lovin ES Teachers will increase their use of play-based learning to engage students.</p> <p><b>All Pro Dads</b> - Lovin ES will establish a chapter</p>	<p><b>Joyful Learning</b></p> <ol style="list-style-type: none"> <li>1. Review components/purpose of Joyful Learning</li> <li>2. Teams will identify opportunities to implement</li> <li>3. Tell the story of this work frequently</li> </ol> <p><b>Budget Implication:</b></p> <ul style="list-style-type: none"> <li>● Critical/creative games</li> </ul>	<p>Increase percent Positive Responses on the following <u>EES-PARENT</u> survey items:</p> <ol style="list-style-type: none"> <li>1. <b>I am informed about progress toward the improvement goals of this school:</b> BASELINE - 79.8% <b>2023 TARGET - 82%</b></li> <li>2. <b>Parents/families have input into plans for improving this school:</b></li> </ol>																					

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<p>for excellent schools and the employer of choice for educators and staff to fulfill their careers.</p>	<p>All Pro Dads to connect an additional number of families to the school.</p> <p><b>Pastries with the Principal</b> - In collaboration with the LES PTA, a monthly breakfast and tour will be conducted to connect families to the school, allow for input into plans for improvement, and demonstrate why Lovin ES is a preferred education destination.</p>	<ul style="list-style-type: none"> <li>● STEM Materials</li> <li>● Instructional materials - Abbey Quintero</li> </ul> <p><b>All Pro Dads</b></p> <ol style="list-style-type: none"> <li>1. Research the program</li> <li>2. Visit schools with successful chapters</li> <li>3. Identify leaders to implement and facilitate</li> <li>4. Recruit, train, and advertise parent leaders</li> <li>5. Design and implement monthly activities</li> <li>6. Tell the story of this work frequently</li> </ol> <p><b>Pastries with the Principal</b></p> <ol style="list-style-type: none"> <li>1. Select dates and advertise to community</li> <li>2. Use LSPI to design each meeting's key message</li> <li>3. Notify staff of tours</li> <li>4. Partner with LES PTA to use this event to tell the story of Lovin ES</li> </ol>	<p>BASELINE - 78.9%  <b>2023 TARGET - 82%</b></p> <p>Increase percent Positive Responses on the following <u>EES-STUDENT</u> survey items:</p> <ol style="list-style-type: none"> <li>1. <b>I enjoy coming to this school:</b>            BASELINE - 31.2%  <b>2023 TARGET - 40%</b></li> <li>2. <b>In class, we often work with other students to solve a problem/do a task</b>            BASELINE - 34.4%  <b>2023 TARGET - 40%</b></li> </ol>