

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

**School: Patrick Elementary      Cluster Superintendent: Anthony Smith**

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	Belonging comes before achievement. We believe that when students and staff have a strong sense of belonging, it leads to a better overall student experience and improves learning outcomes.	Teachers will use district provided SEL resources including Nearpod Lessons.  Designated class meeting time for SEL lessons, SEL family resources shared with parents	Percent of students responding positively to the EES question: I enjoy coming to this school.  Baseline: 41% Target Goal: 46.9%  Percent of staff responding positively to the EES question: My principal/administrator cares about me as a person.  Baseline: 85% Target Goal: 86.5%

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		<p>Student and Staff Incentives, PBIS/SEL Action Team</p> <p>Continue to improve implementation of Student Council. Peer Leaders program will be used to develop student leadership skills and allow students to build stronger relationships with peers.</p> <p>Administrators and teacher leaders will strategically collaborate with new teachers to ensure they have the support they need to be successful.</p> <p>Teachers will have an opportunity to participate in teacher leadership activities that will have an impact on overall school culture.</p> <p>Teachers will have the opportunity to meet</p>	
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		individually and in groups with the principal.	
<b>Equity 2A:</b> Multi-tiered system of supports	We desire to create conditions under which each and every child receives what they need to develop to their full academic and social potential.	<p>Create Pup Time to ensure each student has access to remediation and enrichment.</p> <p>MTSS Core Team meets regularly with intervention and enrichment teachers to review data and plan.</p> <p>Develop a robust and state- compliant MTSS program.</p> <p>Increasing number of gifted and ESOL endorsed teachers</p> <p>Identify students for further gifted testing and enrichment opportunities.</p>	<p>Percentage of students universally screened for math and or language</p> <p>Baseline: 0% Target Goal: 95%</p> <p>Student Improvement - Percent Beginning on Milestones:</p> <p>Baseline: 17.8% Target Goal: 16.02%</p>
<b>Equity 2B:</b> Opportunity and access	To provide equitable services for all students, we must assess students for academic and	Implement new Play to Learn program targeting kindergarten readiness	<p>Increase overall gifted program participation:</p> <p>Baseline: 12% Target Goal: 13%</p>

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	<p>social/emotional needs and provide appropriate interventions and extensions.</p>	<p>for future Patrick students ages 0-5.</p> <p>Continue access to Advanced Content in grades 3-5 math and reading.</p> <p>Continue offering Computer Science and STEM for all students.</p> <p>Continue our rigorous AI instructional focus during the school day and through clubs: AI Upgraded Lessons, Computer Science and STEM for all students, Future Focused Clubs: Robotics, Multiple Robotics Competition Teams - FLL, Drone Club, Graphic Design Club, Design Thinking Club, Girls Who Code, STEM Scouts</p> <p>Implement professional learning for teachers to</p>	<p>Gifted and Talented Representation- Number of student racial/ethnic groups underrepresented in gifted and talented programs</p> <p>Baseline: 2 groups Target Goal: 2 groups</p> <p>*2-1-1-0-0: The goal is 1 group in 2 years and 0 groups in years 4 and 5.</p>
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		increase referrals to gifted program.	
<b>Effectiveness 3A:</b> Results-Based Evaluation System	The mission of GCPS is to pursue excellence in academic knowledge, skills, and behavior resulting in measured improvement against local, national, and world class standards.	Teachers will participate in weekly Collaborative Learning Teams (CLT).  Coaching Cycles for each and every teacher will be provided.  We will provide additional coaching for new teachers.  Teachers will actively participate in data talks, reflection on data, and identifying next steps.	Staff Survey results - percent responding positively to school improvement item:  Support from my Principal/supervisor leads to progress on instructional improvement (or professional growth)  Baseline: 86% Target Goal: 87.4%
<b>Excellence 4B:</b> Post-secondary and workforce readiness	The mission of GCPS is to pursue excellence in academic knowledge, skills, and behavior resulting in measured improvement against local, national, and world class standards.	Teachers will explicitly teach Future Ready/AI Skills to prepare for the technology rich workforce of the 2030s.  Our counselor will teach career lessons to students to engage students in thinking about the future.	Percent of fifth graders meeting reading status expectations on GMAS  Baseline: 56.6% Target Goal: 60.94%

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		<p>All students will take Computer Science and STEM as special area classes.</p> <p>Teachers will engage in a renewed focus on Learning Targets to help students understand what they are learning and why.</p> <p>Teachers will provide data-driven small group instruction in reading and math.</p>	
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