

2022-2023 Local School Plan for Improvement (LSPI)

School: White Oak Elementary Principal: Jean Loethen

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)
Empathy 1A: Cultural competence	It is important to increase cultural competence and proficiency of our staff to ensure they have an understanding of the students and families in our school community. It is important to honor each and every student and their families' culture so we may better leverage differences in order to interact effectively resulting in better service to our students, staff and community.	1. Cultural Advisory Council The Cultural Advisory Council will be made up of staff, parents, community members, and students who are interested in helping our school community to increase our cultural competence and proficiency in order to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community. This team will foster an environment where participants can express views and opinions honestly, openly, constructively, and respectfully; in order to work collaboratively with others to offer suggestions, innovative solutions, and input on areas for improvement related to cultural competency and proficiency at White Oak Elementary.	Cultural Proficiency Staff Survey We are provided training to meet the needs of a diverse student population in our school. Baseline: 86% Goal: 87% Cultural Proficiency Family Survey My student learns about the cultures of our community at their school. Baseline: 74% Goal: 77%

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		<p>2. Longhorn Learning White Oak will create a professional development model that empowers teachers with participant-driven learning. We will embrace collaboration in hopes of creating authentic learning around the topic of cultural competence. Teachers will have choice, voice, and leadership opportunities as they learn alongside their peers.</p> <p>3. Partnership with International Newcomer Center White Oak will partner with the International Newcomer Center in order to engage in learning about the many cultures represented in our community. This learning will help our staff to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.</p> <p>4. Social Emotional Round Up Social and Emotional Learning (SEL) is an integral part of the day at White Oak Elementary. To help foster a sense of belonging and connectedness in the classroom, all students engage in a morning meeting led by their teacher. Infusing the 5 SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) in the morning meetings allows for all students to engage in being a vital participant in their classroom. In addition to morning meetings, teachers lead SEL specific lessons twice a month that are developed by each grade level to ensure that lessons are timely and appropriate to student specific needs. These are in addition to infused SEL components throughout</p>	<p>Sense of Belonging Student Survey In my school, I feel that I belong to a group of friends, Baseline: 63% Goal: 68%</p>
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		the day in other subjects to engage the whole learner.	
<p>LSPI 90 Day Update: Progress has been made in the area of Cultural Competence. The Longhorn Learning has been unfolded to the staff and the teachers have identified their areas of interest for learning. The White Oak staff has engaged in learning related to cultural competence, focusing on personal bias and single stories. Two successful professional learning opportunities have occurred with the staff from the International Newcomer Center regarding the Hispanic, Vietnamese, Chinese, and Korean cultures. We are evaluating the development of the Cultural Advisory Council. The SEL Team has developed lessons for their grade level members to unfold to their students. Class meetings are occurring each day for the students.</p>			
<p>LSPI 180 Day Update</p>			
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Educational equity can be achieved when each and every student receives a high quality education that is unique and tailored to their individual needs. To accomplish educational equity the White Oak staff must understand and connect with the students they serve to best provide instruction, interventions, and support to reach and teach the whole child.</p>	<p>1. Collaborative Learning Teams with an Emphasis on Formative Assessment, Differentiation, and Small Group Instruction On a consistent and pervasive basis, teachers will use the revised District Instructional Calendars/Pacing Calendars, Analyzing the Standards and Lesson/Unit Plans, iReady Diagnostic , Formative and Common assessments as well as the White Oak Instructional Frameworks, with an emphasis on foundational AKS, as they plan for instruction focused on best practices in mathematics anchored in the GCPS Balanced Numeracy Framework and Quality Plus Teaching Strategies (QPTS). Through the Balanced Numeracy framework, teachers implement activating strategies to activate prior knowledge or develop number sense, use content-driven mini-lessons to ensure instruction of all AKS, provide differentiated small group instruction to all students through the use of formative assessments,</p>	<p>White Oak ES will be recognized as an Installing PBIS school for the 2022-2023 school year. Decrease the percentage of 3rd grade students reading Below Grade Level on the Georgia Milestones Assessment Baseline: 12.7% Goal: 11% Decrease the percentage of 3rd-5th grade students scoring in the Beginning and Developing level on the Georgia Milestones Assessment Baseline: 25 % Goal: 23%</p>

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		<p>and summarize daily. Teachers will work collaboratively to create lesson plans that target differentiation and small group instruction, and include these plans in the framework.</p> <p>2. Intervention Block This year we have created a dedicated time in the daily schedule to provide extension and acceleration opportunities for each and every student including; eComm Center units/lessons and RTI lessons, ongoing formative assessments, iReady diagnostic data and instructional lessons for differentiated small group instruction. Our academic interventions will include intermittent, strategic, and intensive interventions to meet the needs of all learners.</p> <p>3. PBIS Tier I Implementation White Oak is committed to identifying and celebrating students who exemplify positive behaviors through the implementation of PBIS. This year our staff will actively engage in PBIS School Training, the Self-Assessment Survey, review the School Data Profile and design the White Oak PBIS program and plan for implementation.</p> <p>4. Lasso League White Oak is committed to supporting the whole child. The Lasso League is our community based mentoring program that pairs students and community members together. Through building relationships, fostering self – confidence, and modeling problem solving skills, the Lasso League is a positive enrichment in a student’s life. The Lasso League provides an additional layer of support by encircling students with positive adult</p>	
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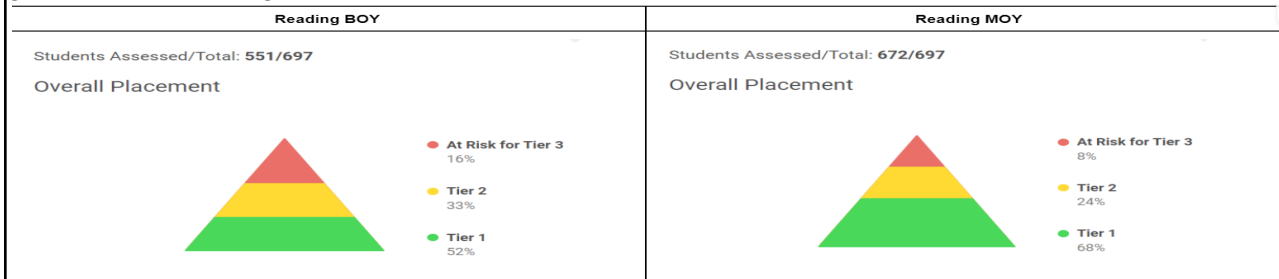
		relationships, increased social and emotional learning, and enhancing a student’s sense of belonging at school.
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LSPI 90 Day Update:

An MTSS Instructional Coach was hired to support the teachers with data analysis, provide resources and strategies, and specific support to each grade level so they may provide interventions as needed. A 45 minute intervention block has been added to the daily schedule for grades 1-5. A dedicated time for students who qualify for Tier 3 interventions has been scheduled to provide specific instruction daily.

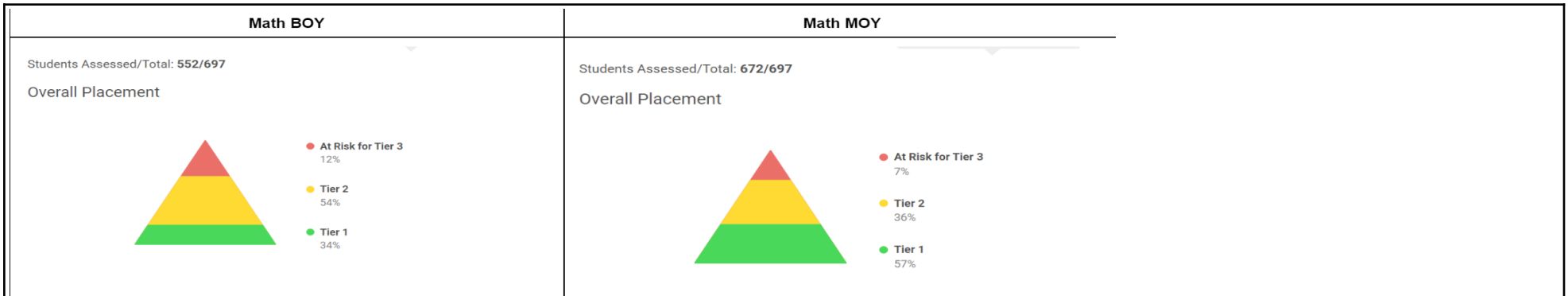
Our intervention specialists have attended the training provided by the District to ensure they are able to implement intervention resources. Interventions include Foundations, Amplify, LLI, and Wilson reading.

Students in grades 1-5 have taken the beginning of year and middle of the year i-Ready screeners. Results of the middle of the year screener indicated tremendous growth in both reading and math.



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The PBIS team has begun their learning and planning with the initial training in February. and will attend a final training in March. The team has established a mission statement. The grade level teams have implemented positive behavior management systems to reward positive student behaviors. A behavior matrix has been created that represents expected behaviors in common areas of the school.

The Lasso League mentor program is thriving. We currently have 10 mentors who serve 11 students.

LSPI 180 Day Update

<p>Equity 2B: Opportunity and access</p>	<p>It is critical that each and every student has the opportunity to engage in a rigorous, and culturally relevant curriculum that extends and enriches their learning experience during the school day.</p>	<p>1. Play to Learn White Oak will offer a BIRTH TO FIVE program for parents/caregivers and children. The goal of this program is to help parents and caregivers....</p> <ul style="list-style-type: none"> - Learn how to find the teachable moments in everyday activities - Learn how to engage with their child in play - Learn how to continue the learning at home or anywhere - Learn about their child’s educational milestones - Learn how to get their child READY FOR SCHOOL! <p>2. Clubs for All</p>	<p>Increase the number of families participating in the Play to Learn program during the 22-23 school year.</p> <p>Baseline: 11 families Goal: 14 families</p> <p>100% of our students will participate in club opportunities provided during the day and/or after school.</p>
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		<p>Bi-monthly clubs will be implemented during the school day so all students have the opportunity to experience an extracurricular activity that enhances and extends the AKS. Staff and community members will lead these clubs for the students.</p> <p>3. Right at School (After School Program) White Oak will partner with this enrichment after school program. There will be a focus on a world of discovery and achievement. Every afternoon, students get homework done first and then they will explore a great big universe of learning activities, focusing on skills and subjects that help students succeed in school.</p>	
<p>LSPI 90 Day Update: The Play2Learn program is thriving as we have implemented a second session so more families may be served. We currently have 23 families with 25 students.</p> <p>The Clubs for All was implemented in January for the students. The clubs will meet twice each month. We are fortunate to have not only the teachers but support staff and members of the community hosting clubs.</p> <p>The Right at School Program currently serves 28 students.</p>			
<p>LSPI 180 Day Update</p>			

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<p>Effectiveness 3B: Talent management</p>	<p>The staff survey data indicates that there have been missed opportunities for teachers to learn from their peers as strategies and initiatives have been implemented.</p>	<p>1. Teacher Mentoring Program In partnership with Mentor Gwinnett, White Oak will have a comprehensive mentoring program to support and encourage our new teachers. New teachers will be supported by their assigned mentors, grade level team, and administration. They will have the opportunity to meet regularly together and to observe in classrooms throughout the building. The ultimate goal of our program is to retain our newest teachers and to turn them into leaders.</p> <p>2. Peer Observation Teachers will work collaboratively to design their plan for peer observations throughout the school year. They will identify an area of focus and develop a criteria of what to look for and ask about to guide their observations. They will then utilize the strategies they observed in their classrooms to impact student learning.</p>	<p>EES Staff Survey Peer observation/coaching and feedback is a tool we use to improve instruction. Baseline: 63% Goal: 68%</p>
<p>LSPI 90 Day Update New teachers feel welcomed and supported and have bonded with their grade level teams. We are seeing growth in new teacher confidence. Data/feedback on professional learning provided very positive results. Teachers have been able to participate in peer observations and are utilizing the strategies observed in their own classrooms.</p>			
<p>LSPI 180 Day Update</p>			

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<p>Excellence 4A: Preferred education destination</p>	<p>In order to ensure that each and every student is prepared for their future, we must provide them with a rigorous academic program that meets their individual learning needs.</p>	<p>1. STEM Instruction At White Oak, STEM is not a separate program or an isolated activity. It is at the core of learning on a consistent and pervasive basis. All students at White Oak are provided with daily safe and engaging learning experiences that cultivate curiosity, promote problem solving skills, and inspire innovation. This instruction begins in Kindergarten and continues each year. We use many different vehicles to educate our students about STEM including; the morning announcements, guidance lessons, integrated lessons in math and science, inquiry and project based learning units, guest speakers from STEM fields, and STEM mentors/experts in the field who work with students on their project based inquiry. We are passionate about all students taking advantage of STEM and preparing for the demands of college and 21st century careers.</p> <p>Our staff will actively engage as learners with STEM to enhance and develop the instructional strategies that allow for innovation in inquiry and Project Based Learning (PBL). We will also pursue our STEM re-certification through the Georgia Department of Education.</p>	<p>EES Student Survey Work I do in this school is useful and interesting to me. Baseline: 49% Goal: 57%</p> <p>EES Family Survey I believe adults in this school care about my students. Baseline: 80% Goal: 82%</p>
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LSPI 90 Day Update:

Our STEM recertification visit is scheduled for March 8, 2023. The initial review of our STEM documents was successful with the State Team requesting permission to share our documents with other schools around the state who are seeking STEM certification or recertification. Our STEM leaders will continue to work with District Leaders to develop, revise and enhance the STEM Unit plans as well as the Yearlong PBL STEM Projects. The garden has been renovated and additional enhancements have been installed to ensure the students have an engaging outdoor learning space. White Oak continues to grow and recognize our community and business partnerships who influence and support our STEM initiatives for the students.

LSPI 180 Day Update