2022-2023 Local School Plan for Improvement (LSPI)

School: <u>GIVE Center West</u>   Principal: <u>Dr. Donna Bishop</u>

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 Targets 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 Targets **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access.** However, schools are required to select one Target from each of the other strategic priorities for the 2022-2023 school year. LSPI Targets 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 Target. Schools then determine how to use research-based strategies to achieve these Targets, 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 & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
Empathy 1B: Staff and student wellbeing	In order to ensure that we place each and every staff member and student in an environment that helps them reach their full potential, knowing that students enter and leave our building at various times of the school year, we must prioritize self-care, physical and mental health, and social emotional learning.	1. Increased implementation of the GIVE West Affective Skills Class 2. Implementation of sown to grow at all levels. 3. Reimagining home-based and ISS to Achieve and Restore 4. Shared Leadership and Staff Advisory Committee 5. Student Advisory Committee 6. Equity Learning Group 7. Hire an Additional Counselor	**Baseline** / **Target** / **EES Survey Questions**		

Growth table detail:

Baseline	Target	EES Survey Questions
65%	75%	Student Wellbeing EES – Relationship Skills "I work well in a group or team…"
32%	45%	Student Wellness EES- Supportive Learning Environment "Most students are respectful of others at this school…"
64%	65%	Student Wellbeing EES– Belonging and Engagement "Adults in this school help me plan and set Targets for my future…"

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			64%	75%	Student Wellbeing EES– Self-management "I can calm myself down when I am excited or upset…."
			65%	75%	Staff Supports ESS- Colab & Communication "When there is a problem in my school, we talk about how to solve it…"
			65%	75%	Student ESS - Parent and community Engagement "This school respects student differences"
			73%	83%	Staff EES– Focused Professional Development "We are providing training to meet the needs of a diverse student population in our school"
			94.6	84	Student Support Ratios – Counselors

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LSPI 90 Day Update

Increased GIVE West Affective Skills Class implementation: Progress is being made towards this goal. More classes are being offered, and more students are being enrolled based on the students' needs. Feedback from students and teachers is positive, indicating that the course is effective in helping students develop critical social-emotional skills.

Implementation of Sown to Grow at all levels: This goal is progressing. Teachers and students use the program, and feedback shows that it positively impacts behaviors and student engagement.

Reimagining home-based and ISS to Achieve and Restore: Progress is being made toward this goal. Feedback from students, teachers, and parents indicates that the programs effectively improve behavior and academic performance.

Shared Leadership and Staff Advisory Committee: This goal is also making progress. Meetings are being held regularly, and staff interest is high. The committee proposes and implements actionable items that positively impact the school community.

Student Advisory Committee: This goal is making progress as well. Meetings are being held regularly, and student attendance is high. The committee proposes and implements actionable items that positively impact the student body, including the dress code and class selections.

Data Update on Available Measures

Student Wellbeing EES– Self- management
"I can calm myself down when I am excited or upset…."

90 Day Update	Target
58%	75%

Staff Supports ESS- Colab & Communication
"When there is a problem in my school, we talk about how to solve it…"

90 Day Update	Target
77.5%	75%

Student ESS - Parent and community Engagement
"This school respects student differences"

90 Day Update	Target
50.3%	75%

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Strategic Priorities & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Hire an Additional Counselor: This goal has been achieved. An additional counselor has been hired, and feedback from students and teachers indicates that their services effectively improve mental health and academic performance.			Staff EES– Focused Professional Development "We are providing training to meet the needs of a diverse student population in our school" **90 Day Update / Target** 83% / 83% Student Support Ratios – Counselors **90 Day Update / Target** 79.5 Counsolors per Student / 84 Counssolors per Students

LSPI 180 Day Update			Data Update on Available Measures
Equity 2A: Multi-tiered system of supports	In order to ensure that all students are at the center of the learning process, we will	1. Additional ELL Supports 2. Implementing the MAP Test and Using MAP Data to influence teaching	

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Strategic Priorities & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
	prioritize and grow our interventions to support students both academically and socially.	3. Creation of Behavior Support Team	**Baseline**	**Target**	
			11%	16%	Percentage of students exiting the ELL program
			n/a	20% Fall - Spring	MAP Test improvement.
			n/a	5:1	MTSS Interventions Vs. ISS/OSS Days
			67%	77%	EES Student – Supportive Learning Environment "In this school, there is at least one adult who knows and cares about me…"

LSPI 90 Day Update

Additional ELL Supports: Progress is being made towards this goal. More resources and support are being provided to ELL students to help them improve their language proficiency and academic performance, including workshops and ELL-specific classes. Feedback from students, teachers, and parents indicates that the additional support is positively impacting.

 Implementing the MAP Test and Using MAP Data to influence teaching: This goal is progressing. The MAP test has been implemented, and data is being collected and

Data Update on Available Measures

Percentage of students exiting the ELL program

90 Day Update	Target
N/A - Testing in Feburary, March	16%

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Strategic Priorities & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
	analyzed to identify areas of strength and weakness for students. Teachers use this data to adjust their teaching strategies and provide targeted support to students who need it. Creation of Behavior Support Team: The behavior support team has been established, and they are working to provide targeted interventions and support to students struggling with behavioral issues. Progress is being made toward prioritizing and growing interventions to support students academically and socially. The additional ELL support, MAP test implementation, and behavior support team creation contribute to a more student-centered learning environment. Feedback from the school community is positive, indicating that the interventions positively impact student success.		**MAP Test improvement** | 90 Day Update	Target
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2.3%	20%	 **MTSS Interventions Vs. OSS Days** 	90 Day Update	Target
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20.8 interventions : 1 Day of OSS	5 interventions: 1 Day of OSS	 **EES Student – Supportive Learning Environment** **"In this school, there is at least one adult who knows and cares about me…"** 	90 Day Update	Target
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68.2%	77%	

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Strategic Priorities & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
LSPI 180 Day Update			**Data Update on Available Measures**		
Equity 2B: Opportunity and Access	We will focus on direct ways to ensure that we offer equity in class offerings, planning for the future, and discipline disproportionality, by offering classes that appeal to different types of learners, encouraging college preparatory tests, and studying discipline trends.	1. Adding music and art classes 2. SAT/ACT Participation 3. Discipline Proportionality	Baseline	Target	
			0%	25%	% of students taking Art and Music Classes
			n/a	10%	% of 10th, 11th, 12th students who take the SAT and ACT.
			n/a	-.9 -1.1	% of student groups vs. ISS/OSS/Referral Rate/ Tribunals

LSPI 90 Day Update

Adding music and art classes: Progress is being made towards this goal. Additional music and art classes have been added to the course offerings, and feedback from students and teachers indicates that these classes are helping to meet the needs of diverse learners.

Data Update on Available Measures

% of students taking Art and Music Classes

90 Day Update	Target
26%	25%

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Strategic Priorities & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)	
	SAT/ACT Participation: Progress is being made towards this goal. The school has implemented initiatives to encourage SAT/ACT participation, and participation rates have increased, indicating that students are taking advantage of these resources to prepare for college. Discipline Proportionality: Progress is being made towards this goal. The school has implemented several initiatives to ensure equity in discipline, including reviewing and revising discipline policies and practices, training staff on implicit bias, and implementing restorative justice initiatives. Data shows that these initiatives have a positive impact. Overall, the interventions being implemented are helping to promote equity in class offerings, college preparation, and discipline practices, and progress is being made towards achieving the goal of ensuring equity in these areas.		**% of 10th, 11th, 12th students who take the SAT and ACT.**	
			90 Day Update	**Target**
			Testing in March	10%
			% of student groups vs. ISS/OSS/Referral Rate/ Tribunals	
			90 Day Update	**Target**
			.8	.9 -1.1
LSPI 180 Day Update			**Data Update on Available Measures**	

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Strategic Priorities & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
Effectiveness 3B: Talent Management	We will ensure that we recruit great teachers and staff, help them develop as professionals, and retain them year to year with the purpose of offering a unique therapeutic environment for the growth of our students.	1. Reimaging School Based Professional Development 2. Expand pipeline of teachers with college partnerships	Baseline	Target	
			59%	69%	Teacher ESS: Focused Professional Development "Our teachers engage in classroom-based professional development activities that focus on improving instruction…"
			59%	90%	% teacher and para positions filled by July 1st

LSPI 90 Day Update	Data Update on Available Measures
Progress is being made toward achieving this goal. The school has implemented several initiatives to recruit, develop, and retain great teachers and staff. Professional development opportunities have been reimagined to include small group sessions and targeted data talks supporting teachers' professional growth. Additionally, support has been provided to first and second-year teachers to help them navigate the challenges of teaching in a unique therapeutic environment. Feedback from teachers and staff indicates that these initiatives positively impact their professional growth and job satisfaction, which can lead to better retention rates. Overall, the interventions being implemented are helping to achieve the goal of ensuring that the	**Teacher ESS: Focused Professional Development** **"Our teachers engage in classroom-based professional development activities that focus on improving instruction…"**

90 Day Update	Target
80%	**69%**

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Strategic Priorities & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
school recruits, develops, and retains great teachers and staff to offer a unique therapeutic environment for the growth of students.			**% teacher and para positions filled by July 1st**		

% teacher and para positions filled by July 1st

90 Day Update	Target
N/A	**90%**

LSPI 180 Day Update	Data Update on Available Measures

| **Excellence 4C:** World-class communications and engagement | We will grow our outreach to parents through a variety of methods with the ultimate Target of developing learning partnerships with all families and leveraging those partnerships for social and academic growth. | 1. Increased and improved communication between teachers and parents
2. Title I meetings, additional self-help and informational resources and materials (Title I funds used for additional resources and programs).
3. family and Student Volunteer Projects
4. Increase Mentorship Program | | | |

Baseline	Target	
n/a	15%	% of families who attend open conferences total
2	4	Increase by 50% of title one workshops for parents
0	2	Increase from the previous year of volunteer opportunities
5.1%	10%	Students participating in the Lyles Mentoring Program

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Strategic Priorities & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)

LSPI 90 Day Update

Increased and improved communication between teachers and parents: Progress is being made towards this goal. The school has implemented several initiatives to improve communication between teachers and parents, including regular updates on student progress, parent-teacher conferences, and parent-teacher organizations like the school council. Feedback from parents and teachers indicates that these initiatives are having a positive impact on communication and collaboration.

Title I meetings, additional self-help, and informational resources and materials: Progress is being made towards this goal. The school has used Title I funds to provide other resources and programs that support students and families, including parent education sessions, after-school curriculum programs, and social-emotional learning resources. Feedback from parents and teachers indicates that these initiatives are helping to improve academic outcomes and strengthen family-school partnerships.

Family and student volunteer projects: Progress is being made towards this goal. The school has implemented several family and student volunteer projects, including community service initiatives and beautification projects like the Garden at GIVE. Feedback from parents and students indicates that these initiatives are helping to build a sense of community and foster positive relationships between families and the school.

Increase mentorship program: Progress is being made towards this goal. The school has implemented a mentorship program that pairs students with adult mentors to provide academic and social-emotional support. Feedback from students and mentors indicates

Data Update on Available Measures

% of families who attend open conferences total

90 Day Update	Target
23%	15%

Increase by 50% of title one workshops for parents

90 Day Update	Target
2	4

Increase from the previous year of volunteer opportunities

90 Day Update	Target
1	2

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Strategic Priorities & Targets Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
	that the program is helping to improve educational outcomes and build positive relationships between students and adults. Overall, the interventions being implemented are helping to grow outreach to parents and develop learning partnerships with all families. Progress is being made toward achieving the goal of leveraging those partnerships for social and academic growth.		**Students participating in the Lyles Mentoring Program** <table><tr><td>**90 Day Update**</td><td>**Target**</td></tr><tr><td>5.5%</td><td>10%</td></tr></table>
LSPI 180 Day Update			**Data Update on Available Measures**