

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

**School: Anderson-Livsey Elementary School**

**Principal: Joanne Vigilant**

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	Our survey data indicates a need to grow in the area of students' and staff well being. Anderson-Livsey ES will focus on our students' well-being by incorporating more robust Social Emotional Learning (SEL) lessons supported by Professional Development for teachers and staff.	<ol style="list-style-type: none"> <li>1. Provide professional development to staff on Social and Emotional Learning (SEL)</li> <li>2. Counselor/SEL Team will provide monthly professional development and model SEL activities with staff</li> <li>3. Teachers will deliver SEL lessons following the district lesson plans and pacing calendar.</li> </ol>	<b>Student Wellbeing – Student Survey</b> <b>Baseline: 50.06%</b> <b>Target: 60%</b>  <b>Staff Support – Staff Survey</b> <b>Baseline: 67.75%</b> <b>Target: 70%</b>

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		4. Plan monthly staff wellness activities (Yoga Activities, Zumba, Health/Workout sessions, Mindfulness activities, etc.) 5. Create a “Zen” room (wellness room) for teachers	
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>
<p><b>Provide professional development to staff on Social and Emotional Learning (SEL)</b></p> <ul style="list-style-type: none"> <li>● This year, Anderson-Livsey has hosted:               <ul style="list-style-type: none"> <li>○ Mindfulness activities during digital learning days (Yoga Activities, Zumba, Health/Workout sessions, Mindfulness activities, etc.)</li> <li>○ Zen room has been created for teachers and staff.</li> <li>○ The duty schedule has been restructured to only include either AM/PM duty.</li> <li>○ Hired a second counselor whose job duties include (but not limited to) implementation of PBIS activities and positive student recognition events.</li> </ul> </li> </ul> <p><b>Counselor/SEL Team will provide monthly professional development and model SEL activities with staff</b></p> <ul style="list-style-type: none"> <li>● Trauma informed practices professional learning was delivered to teachers in October.</li> </ul> <p><b>Teachers will deliver SEL lessons following the district lesson plans and pacing calendar.</b></p> <ul style="list-style-type: none"> <li>● Teachers have been trained by district personnel and counselors on proper implementation of SEL lessons.</li> </ul>			<p>2023 Student Educational Effectiveness Survey (EES) results will be analyzed upon receipt in Spring 2023.</p> <p>2023 Staff Educational Effectiveness Survey (EES) results will be analyzed upon receipt in Spring 2023.</p> <p>2023 Parent Educational Effectiveness Survey (EES) will be administered February 28, 2023 through March 10, 2023</p>

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<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>As we work to remove barriers to learning for all students, a Multi-tiered System of Supports (MTSS) will be implemented to address the academic and non-academic needs of our students.</p>	<p>Establish a Multi-Tiered System of Supports (MTSS) Team to guide and support the implementation of the MTSS process. Utilize iReady Universal Screener to identify students with academic concerns and expedite the needed support. Create a data collection system that drives academic and behavioral interventions Continue Progress Monitoring Addition of an K-2 counselor with a focus of MTSS Implement Interdisciplinary team meetings once per month to discuss data/progress monitoring Professional development for teachers on effective instructional strategies Provide reading and math supports for all identified students</p>	<p><b>MTSS Screening – Academic Baseline: 0%</b> <b>Target: 95%</b></p> <p><b>MTSS Screening – Wellbeing Baseline: 0%</b> <b>Target: 95%</b></p> <p><b>PBIS Implementation/Distinguished Status</b> <b>Baseline: Operational</b> <b>Target: Operational</b></p> <p><b>% Reading Below Grade Level on Milestones – 3rd Grade, historically underserved groups</b> <b>Baseline: 50.16%</b> <b>Target: 45%</b></p>

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		MTSS team will track students participating in small groups	<p><b>Student Improvement – % Beginning on Milestones</b></p> <p><b>Baseline: 38.2%</b></p> <p><b>Target: 35%</b></p> <p><b>Math</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Grade Level</th> <th style="width: 25%;"># at Prof. Level</th> <th style="width: 50%;">Target</th> </tr> </thead> <tbody> <tr> <td><b>3rd Grade</b></td> <td>25</td> <td>30</td> </tr> <tr> <td><b>4th Grade</b></td> <td>27</td> <td>30</td> </tr> <tr> <td><b>5th Grade</b></td> <td>23</td> <td>30</td> </tr> </tbody> </table> <p><b>ELA</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Grade Level</th> <th style="width: 25%;"># at Prof. Level</th> <th style="width: 50%;">Target</th> </tr> </thead> <tbody> <tr> <td><b>3rd Grade</b></td> <td>19</td> <td>30</td> </tr> </tbody> </table>	Grade Level	# at Prof. Level	Target	<b>3rd Grade</b>	25	30	<b>4th Grade</b>	27	30	<b>5th Grade</b>	23	30	Grade Level	# at Prof. Level	Target	<b>3rd Grade</b>	19	30
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			<b>4th Grade</b>	25	30
			<b>5th Grade</b>	28	35
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>		
<p><b>Establish a Multi-Tiered System of Supports (MTSS) Team to guide and support the implementation of the MTSS process.</b></p> <ul style="list-style-type: none"> <li>● MTSS Team (principal, psychologist, counselor, assistant principals, interventionist) was created and meets on a regular basis.</li> </ul> <p><b>Utilize iReady Universal Screener to identify students with academic concerns and expedite the needed support.</b></p> <ul style="list-style-type: none"> <li>● MTSS team reviewed iReady screener data for 1st - 5th grades (BOY and MOY).</li> <li>● The team also reviewed other data points to determine if students qualified for EIP support.</li> <li>● The team reviewed K-1 Dibels assessment data to determine student needs.</li> <li>● Administered Dibels to all 1st graders and for students who scored in the Tier 3 reading for 2nd - 5th grade students.</li> </ul> <p><b>Create a data collection system that drives academic and behavioral interventions</b></p> <ul style="list-style-type: none"> <li>● School wide progress monitoring is continuous.</li> <li>● School wide interventions are one hour a week (30 minutes each in reading and math).</li> <li>● Data groups are based on iReady screener results.</li> <li>● Interventionist provides teachers with identified lessons to support students in Tier 1 and 2 in the classroom during the intervention block.</li> </ul>			<p><b>MTSS Screening – Academic</b>  <b>Baseline: 0%</b>  <b>Fall: 86%</b>  <b>Winter: 98.6%</b>  <b>Target: 95%</b></p> <p><b>MTSS Screening – Wellbeing</b>  <b>Baseline: 0%</b>  <b>Fall: 80%</b>  <b>Winter: No data (not given)</b>  <b>Target: 95%</b></p> <p><b>GMAS results will be analyzed upon receipt in Spring 2023.</b></p>		

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<p><b>Professional development for teachers on effective instructional strategies</b></p> <ul style="list-style-type: none"> <li>● The behavior coach is working in collaboration with teachers to provide additional individual support and professional learning coaching cycles for effective teaching strategies.</li> <li>● The administration conducted classroom walkthroughs with the behavior coach focused on SEL.</li> <li>● Teachers have participated in professional learning in relationships to Number Strings and self paced modules in PD&amp;E including the iSteep module.</li> <li>● The Specials teachers support Tier 3 instruction and have been provided professional learning.</li> <li>● All special education teachers have recently completed the SPIRE training.</li> <li>● All teachers have been trained in trauma informed practices.</li> </ul> <p><b>Provide reading and math supports for all identified students</b></p> <ul style="list-style-type: none"> <li>● Tier 2 Reading Interventions: Amplify, mClass Burst Lessons</li> <li>● Tier 3 Reading Interventions: SPIRE (SWD), Wilson (SWD), Reading Comprehension Toolkit, using mClass Burst Lesson (Amplify Direct Instruction Lessons)</li> <li>● Tier 2 Math Interventions: iReady, Number Strings (purchased prior to this year), Hands on Standards</li> <li>● Tier 3 Math Interventions: iReady (teacher toolbox lessons)</li> </ul> <p><b>MTSS team will track students participating in small groups/interventions</b></p> <ul style="list-style-type: none"> <li>● MTSS Team meets regularly to review data and engage in progress monitoring for academic and non-academic needs of students.</li> <li>● MTSS Team works collaboratively with teachers to develop interventions for Tier 1, 1+, 2, &amp; 3 students.</li> <li>● MTSS Team reviews and analyzes Universal Screener growth data to identify next steps for supporting students.</li> </ul>			

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<p><b>Equity 2B:</b> Opportunity and access</p>	<p>It is our desire that all students acquire the knowledge and skills to excel both academically and behaviorally. We will ensure all of our students have access and opportunities to engage in a high-quality, rigorous, and culturally relevant curriculum expanding beyond K-5 to include early learning access to all families in the community focusing on early literacy and the science and love of learning.</p>	<ol style="list-style-type: none"> <li>1. Collaborative Learning Teams will focus on instructional best practices</li> <li>2. Data analysis meetings based on assessment outcomes</li> <li>3. Professional development on interventions based on assessment analysis</li> <li>4. Professional Development will be provided for Wit and Wisdom Literacy Curriculum</li> <li>5. District Instructional Coaches will provide support to our teachers</li> <li>6. Increase the participation of students in the Play to Learn program</li> <li>7. Increase the enrollment in the SEA summer school program with a focus on rising kindergarteners</li> <li>8. Increase enrollment in our “B2 Anywhere” Afterschool Program” for students</li> </ol>	<p><b>Rising Kindergarten Enrollment as of May 2022</b></p> <p><b>Baseline:35 Students</b></p> <p><b>Target: 95 Students</b></p> <p><b>Rising Kindergarten Enrollment for SEA Program</b></p> <p><b>Baseline:13</b></p> <p><b>Target:95</b></p> <p><b>Play 2 Learn Enrollment During the Month of May</b></p> <p><b>Baseline: 15 students</b></p> <p><b>Target: 20 students</b></p> <p><b>Clubs &amp; Activities Participation:</b></p> <p><b>Baseline: 54 students</b></p> <p><b>Target: 60 students</b></p>

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		9. Create clubs and opportunities for students in all grade levels 10. Provide Just in Time/Lunches and Learning opportunities for teachers to present strategies to parents 11. Offer parents access to curriculum and instructional learning opportunities	
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>
<p><b>Collaborative Learning Teams will focus on instructional best practices</b></p> <ul style="list-style-type: none"> <li>● Wit and Wisdom training has been completed by all administrators.</li> <li>● The team has completed walkthroughs in three different grade levels with a representative from Wit &amp; Wisdom along with the instructional coach.</li> <li>● The team debriefed using the learning progressions from Wit &amp; Wisdom. All teachers have implemented the pilot including special education teachers.</li> <li>● The special education team has identified ways to individualize the instruction to meet the unique needs of each student.</li> <li>● District Personnel has provided additional support for implementation of the pilot.</li> </ul> <p><b>Increase the participation of students in the Play to Learn program</b></p> <ul style="list-style-type: none"> <li>● Currently 21 families are enrolled with approximately 12 families attending on a regular basis.</li> <li>● The teacher provides incentives for attendance.</li> <li>● Going to an online support for families.</li> </ul>			<p><b>Play 2 Learn Enrollment During the Month of May</b></p> <p><b>Baseline: 15 students</b>  <b>Fall: 21 students</b>  <b>Target: 20 students</b></p> <p><b>Clubs &amp; Activities Participation:</b></p> <p><b>Target: 60 students</b></p>



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<ul style="list-style-type: none"> <li>● Will offer alternate times to increase participation.</li> </ul> <p><b>Increase the enrollment in the SEA summer school program with a focus on rising kindergarteners</b></p> <ul style="list-style-type: none"> <li>● Planning has begun for 2023 Summer Learning - Support Enrichment Acceleration (SEA) Program in Grades 1-5.</li> <li>● Planning has begun for 2023 Rising Kindergarten Academy.</li> </ul> <p><b>Create clubs and opportunities for students in all grade levels</b></p> <ul style="list-style-type: none"> <li>● Currently 89 students ranging in grades k-5th, are engaged in the following clubs/after school activities:               <ul style="list-style-type: none"> <li>○ Step team</li> <li>○ Basketball</li> <li>○ Math club</li> <li>○ Robotics</li> <li>○ Reading</li> <li>○ Sewing</li> <li>○ Running club</li> <li>○ Drama Club</li> </ul> </li> </ul> <p><b>Provide learning opportunities for teachers to present strategies to parents/offer parents access to curriculum and instructional learning opportunities</b></p> <ul style="list-style-type: none"> <li>● Hosted Curriculum night, Math Night, Learning Night (LA and Math)</li> </ul>			<p><b>Current: 89 students enrolled in afterschool program</b></p>

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<p><b>Effectiveness 3A:</b> Results-Based Evaluation System</p>	<p>It is important that we are continuously showing academic progress and reflecting on areas and strategies to help our students and teachers be successful.</p>	<ol style="list-style-type: none"> <li>1. Continue to link Results-Based Evaluation System with the Local School Plan for Improvement</li> <li>2. Weekly walk-throughs by Administration</li> <li>3. Continue to implement collaborative practices utilizing the best practices of professional learning communities</li> <li>4. Continue to implement collaborative planning sessions</li> <li>5. Implementation of ALES Instructional Framework</li> <li>6. Professional learning focused on the implementation of small groups will be provided for teachers</li> <li>7. Administrative Team will continue to provide real-time feedback to teachers after every observation (journal)</li> <li>8. Increase number of students in grades 3rd-4th performing at</li> </ol>	<p><b>District Support for Improvement – Staff Survey</b>  <b>Baseline: 82.9%</b>  <b>Target: 90.0%</b></p>

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		Proficiency to Distinguished level in Math 9. Increase number of students in grades 3rd -4th performing at Proficiency to Distinguished level in ELA	
<b>LSPI 90-Day Update</b>			<b>Data Update on Available Measures</b>
<p><b>Continue to link Results-Based Evaluation System with the Local School Plan for Improvement</b></p> <ul style="list-style-type: none"> <li>Teachers have aligned their RBES to the LSPI.</li> </ul> <p><b>Weekly walk-throughs by Administration</b></p> <ul style="list-style-type: none"> <li>Admin team is conducting weekly walkthroughs along with the required GTES evaluations and provides teachers with “real-time” feedback in teacher’s journals.</li> </ul> <p><b>Continue to implement collaborative planning sessions</b></p> <ul style="list-style-type: none"> <li>WOW days are dedicated to teacher training and professional development on small group instruction.</li> <li>The team has focused on developing an academic press and supportive community goal.</li> <li>Currently the 4th grade team completed the peer to peer observations with a focus on classroom management.</li> </ul> <p><b>Increase number of students in grades 3rd-4th performing at Proficiency to Distinguished level in Math</b></p> <ul style="list-style-type: none"> <li>Provided modeling and feedback to select teachers for improved teacher practices</li> <li>Weekly data digs facilitated by the math/literacy coach</li> <li>Use and analyze common formative and summative assessments to reflect student’s current progress</li> </ul>			<p>2023 Staff Educational Effectiveness Survey (EES) results will be analyzed upon receipt in Spring 2023.</p>

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<ul style="list-style-type: none"> <li>● Review assessment results during Data Days</li> <li>● Compute/predict % of students meeting the benchmark</li> <li>● Review effectiveness of interventions related to stated goals (meet on a cycle for Tier 2 and 3 Students)during RTI meetings.</li> <li>● Review and assess end of module assessments</li> </ul>			
<p><b>Excellence 4C:</b> World-class communications and engagement</p>	<p>As our community has become more diverse, we must communicate in a way that reaches all parents. Enhancing our communication to meet the needs of our diverse student population will help families stay informed of school information, be engaged in school activities, and have an understanding of student progress.</p>	<ol style="list-style-type: none"> <li>1. Communication/Flyers of school events in multiple languages</li> <li>2. Parent newsletter translated in multiple languages</li> <li>3. Continue using social media to connect and communicate with our stakeholders.</li> <li>4. Monthly meetings with parents</li> <li>5. Update website on a regular basis</li> </ol>	<p><b>Percent of families participating in the annual EES Family Survey.</b></p> <p><b>Baseline: 7% (40 respondents)</b> <b>Target: 16% (100 respondents)</b></p> <p><b>Percent of families attended Parent Teacher Conferences in October 2022:</b></p> <p><b>Baseline: 389</b></p> <p><b>Target: 400 families attended</b></p>
<p><b>LSPI 90-Day Update</b></p>			<p><b>Data Update on Available Measures</b></p>
<p><b>Communication/Flyers (including parent newsletter) of school events in multiple languages</b></p> <ul style="list-style-type: none"> <li>● Communicating via SMORES newsletter to parents providing multiple translations to parents.</li> </ul>			<p><b>2023 Parent Educational Effectiveness Survey (EES) will be administered</b></p>

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		<ul style="list-style-type: none"> <li>● The newsletter is disseminated via school messenger, Class Dojo, and posting on the website.</li> <li>● A weekly staff memo includes positive corner, upcoming professional learning, highlights and events</li> <li>● An initial meeting was held to reestablish the PTA with PTA Board and New Bethel Pastor.</li> </ul> <p><b>Update and Continue using social media to connect and communicate with our stakeholders.</b></p> <ul style="list-style-type: none"> <li>● Social media accounts are current with updates to Twitter and Facebook. The website is updated and current.</li> </ul> <p><b>Monthly meetings with parents</b></p> <ul style="list-style-type: none"> <li>● Two way communication for parents is provided monthly via Coffee with the Principal (formerly Coffee with Joanne)</li> <li>● Parent teacher conferences were completed with teachers sharing structured literacy and iReady screener data.</li> </ul>	<p><b>February 28, 2023 through March 10, 2023.</b></p> <p><b>Number of families attended Parent Teacher Conferences in October 2022: 317</b></p> <p><b>Baseline: 389</b></p> <p><b>Target: 400</b></p>