2022-2023 Local School Plan for Improvement (LSPI)

School: Baldwin Elementary School   Principal: Dr. Brenda Johnson

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	Building the cultural competency of our staff will result in creating an environment where staff, students, and families have a sense of belonging at our school.	1. Develop and implement a master schedule that aligns with our Multi-Tiered Systems of Support framework. 2. Provide staff training and support to specifically target the social and emotional needs of our student population, cultural backgrounds, and diverse community. 3. Implement a multi-level prevention system to align with our supportive community framework. 4. Provide lessons, engagement, and opportunities where students can develop meaningful peer relationships.	**KPI (EES Spring 2022 Data)**	**Baseline**	**SY2023 Target**
			Cultural Competence – Staff Survey: *We are provided training to meet the needs of a diverse student population in our school.*	31%	75%
			Cultural Competence – Student Survey: *I am comfortable interacting with people from different backgrounds.*	50%	60%
			Cultural Competence – Family Survey: *This school addresses issues of diversity in a timely and effective manner.*	87%	90%
			Sense of Belonging – Student Survey: *In my school, I feel that I belong to a group of friends*	48%	58%

2022-2023 Local School Plan for Improvement (LSPI)

School: _Baldwin Elementary School_   **Principal:** _Dr. Brenda Johnson_

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
		5. Provide academic and wellness opportunities to build parents' capacity and create an environment where parents feel welcome.	Sense of Belonging – Family Survey: *I feel welcome at this school*	86%	90%

LSPI 90 Day Update	**Data Update on Available Measures**
- Baldwin will continue to monitor the effectiveness of the instructional schedule which aligns to the MTSS framework. - Our MTSS schedule has intervention/enrichment blocks built into the schedule to allow dedicated support times without interruption to the core instruction. - Our Parent Instructional Coordinator and Parent Outreach Liaison will continue to build parent and community engagement, wellness, and a welcoming environment where parents feel they belong to the school community. We have offered the following events to date: - Hispanic Heritage community events, Trunk or Treat, Thanksgiving Festival with families, Curriculum Workshops, language learning workshops, volunteer center, parent conferences, and more. - We will continue to provide lessons, engagement, and opportunities where students can develop meaningful peer relationships. We will continue to offer SEL classes during Humanities and during daily instructional time. - We have added student leadership groups and opportunities where students provide input on decisions impacting the school. - Peer Leaders, Peer Leader conference, student council, bus monitors, class/peer buddies, assembly: The Atlanta Opera. - We will continue to provide staff training and support to target the social and emotional needs of our student population, cultural backgrounds, and diverse community. - Our parents facilitated a Restorative Practice PD to increase staff knowledge and understanding of how students feel and learn.	Pending EES Staff, Student, and Parent Survey data
LSPI 180 Day Update	**Data Update on Available Measures**

2022-2023 Local School Plan for Improvement (LSPI)

School: Baldwin Elementary School   Principal: Dr. Brenda Johnson

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
Empathy 1B: Student and Staff Wellbeing	Students who consistently attend school can engage and thrive in their academics, build stronger peer relationships, and develop life-long study and behavioral habits.

Staff who are consistently present at work and present in the work, attribute to a positive and collaborative school culture where teaching and learning occur at high levels. | 1. Create a counseling and advisement team to identify and address student attendance concerns.
2. Provide staff training to provide interventions aligned with our supportive community multi-tiered framework.
3. Create a staff advisement and leadership community where staff are part of the decisions impacting our school.
4. Create and develop an instructional leadership team where staff are part of the decisions impacting school improvement.
5. Create and maintain a wellness space to address the social and emotional needs of staff. | **KPI (EES and Dashboard Spring 2022 Data)** | **Baseline** | **SY2023 Target** |
			Student Wellbeing: Chronic Absenteeism *Percent of students chronically absent (16 or more days)*	N = 224	N = 126
			Staff Support: Staff Survey *When there is a problem in my school, we talk about how to solve it*	46%	56%
			Staff Support: Staff Survey *Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)*	63%	68%

LSPI 90 Day Update	**Data Update on Available Measures**

● Created a counseling and advisement team to identify and address student attendance concerns.
   ○ New bi-lingual Social Worker supports the needs of the school community.
   ○ Created a comprehensive attendance program to monitor and address chronic attendance issues.
   ○ At the beginning of the year, the counselors developed a multi-tiered level of support to address student attendance (Tier 1 intervention program "we are here"; Tier 2 identify students with 10+ absences, tracking, and incentives; Tier 3 collaboration with the social worker.
● Increased the number of counselors to offer greater support for staff and students (SY'22 = 2 counselors; SY'23 = 3 counselors).
	Staff Data: Pending EES Survey results
	
	Attendance: Student Wellbeing: *Percent of students chronically absent (16 or more days).* N= 92

2022-2023 Local School Plan for Improvement (LSPI)

School: Baldwin Elementary School   **Principal:** Dr. Brenda Johnson

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
		● Created a wellness space to address the social and emotional needs of staff. ● We will continue to provide staff training to provide interventions aligned with the supportive community multi-tiered framework. ● We have an instructional leadership team where staff are part of the decisions impacting school improvement. However, we need to continue to develop teacher leader capacity and provide additional opportunities for feedback.			

LSPI 180 Day Update			Data Update on Available Measures		

Equity 2A: Multi-tiered system of supports	Correctly identifying student needs, aligning instructional practices, providing rigorous interventions, and supporting teachers with quality professional development will address the learning loss and gaps of students.	1. Create an MTSS team to facilitate the effective implementation of our multi-tiered systems of support. 2. Administer universal screeners and disaggregate data to identify students' levels of need and develop intervention plans. 3. Provide staff training on the Synergy MTSS tool to accurately enter student plans, data, interventions, and progress. 4. Provide targeted intervention support at Tiers I, II, and III 5. Facilitate and monitor the implementation of EL Education literacy pilot. 6. Utilize Common Formative Assessments (CFA) to inform instructional decisions and monitor academic progress. 7. Provide collaborative planning and learning opportunities for teachers to work with district and local school curriculum coaches. 8. Deepen parents' understanding of their child's needs during conferences and family engagement workshops.	KPI (Screeners, GA Milestones, & CCRPI)	Baseline	SY2023 Target
			MTSS Screening: Academic (At Risk for Tier 3 based on September iReady math diagnostic)	K = 0% 1st = 25% 2nd = 54% 3rd = 47% 4th = 43% 5th = 38%	K = 0% 1st = 15% 2nd = 44% 3rd = 37% 4th = 33% 5th = 28%
			MTSS Screening: Wellbeing *ESS academic Behavior Summary: Tier 3 level*	3rd = 10% 4th = 10% 5th = 14%	3rd = 5% 4th = 5% 5th = 9%
			Percent Reading Below Grade Level on Milestones: 3rd Grade, *Historically underserved groups: Black, Hispanic, American Indian, EL, SWD, Free Meals*	Black - 29.4% Hisp - 48.8% EL - 48.1% SWD - 80% F/R - 45.3%	Black - 24% Hisp - 43% EL - 43% SWD - 75% F/R - 40%
			Student Improvement: *Percent of all Milestones tests in which students scored at Beginning level, lowest performance level*	40.1%	35%
			English Learner (EL) Progress Towards Language Proficiency: CCRPI	82%	87%

2022-2023 Local School Plan for Improvement (LSPI)

School: Baldwin Elementary School   Principal: Dr. Brenda Johnson

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
LSPI 90 Day Update ● MTSS Support personnel added to facilitate targeted intervention support: ○ District provided ESOL, Literacy, and DLI Specialists; two district-level Behavior Coaches to support the Norcross Cluster schools. ○ Local school literacy coach, intervention team established to support all grades, MTSS Coordinator added to facilitate Tier needs, supports, and progress monitoring. ○ We will continue to provide collaborative planning and learning opportunities for teachers to work with district and local school curriculum coaches. ○ Action Item: Grow new teacher knowledge. Add additional coaching cycles (district and local) to increase new teacher practices and core understanding of teaching and learning. ● Kid-Talks are held every Wednesday to discuss student concerns under both the academic press and supportive community. ○ Continue to provide staff training on the Synergy MTSS tool to accurately enter student plans, data, interventions, and progress. ○ Continue to provide targeted intervention support at Tiers I, II, and III ○ Continue to utilize Common Formative Assessments (CFA) to inform instructional decisions and monitor academic progress. ● Administered universal screeners and disaggregate data to identify students' levels of need and develop intervention plans. ○ Offer ongoing iReady Professional Development to track progress and adjust implementation of strategies and interventions. ● Continue to deepen parents' understanding of their child's needs during conferences and family engagement workshops. ● MTSS has shifted our thinking to "what does the student need to be successful" instead of "why did the student fail the assessment?"			**Data Update on Available Measures** Pending EES Survey results
LSPI 180 Day Update			**Data Update on Available Measures**

2022-2023 Local School Plan for Improvement (LSPI)

School: Baldwin Elementary School   Principal: Dr. Brenda Johnson

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
Equity 2B: Opportunity and access	Students who enter kindergarten developmentally, socially, and emotionally ready, are able to sustain academic knowledge and skills needed to be lifelong learners. Identifying and providing enrichment opportunities for students to develop their gifts and talents allows them to take academic risks and thrive at a distinguished level of learning. Providing students with positive behavioral opportunities will decrease the number/percentage of unwanted behaviors that impede academic growth.	1. Monitor the effective implementation of Play2Learn as a proactive measure for preparing students birth - 5 for kindergarten readiness. 2. Create a PBIS team and begin the implementation process. 3. Provide targeted intervention at Tiers I, II, and III in our supportive community framework 4. Provide collaborative planning and learning opportunities to increase teacher gifted education capacity. 5. Deepen parents' understanding of kindergarten readiness, enrichment learning, and behavior management during family engagement workshops.	**KPI (KREP, School Reports, Discipline Dashboard)**	**Baseline**	**SY2023 Target**
			Kindergarten Readiness, Historically Underserved Groups: *Black, Hispanic, American Indian, EL, SWD, Free Meals*	14.8%	20%
			Gifted & Talented Representation: Percentage of students in gifted education	4%	8%
			Discipline Incidents:	ISS: N = 16 OSS: N = 19	ISS: N = 10 OSS: N = 14

2022-2023 Local School Plan for Improvement (LSPI)

School: Baldwin Elementary School   Principal: Dr. Brenda Johnson

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
LSPI 90 Day Update - We significantly increased our Play2Learn participation. We are currently at 17 students enrolled with three more coming on board. - The Parent Instructional Coordinator is assisting families with language and translation during class sessions. - Action Item: We have students entering kindergarten who are not "ready" academically and developmentally. Educating parents on the importance of early learning is needed in the community. - Gifted testing is ongoing. Screeners to identify students has led to an increase in students qualifying for gifted education. - Added two part time gifted intervention teachers to provide gifted pull-out support for students who qualify for services. - A PBIS team was created and began district training. The team consistently reviews data and is currently working on an implementation plan for the 2023-2024 school year. - Action Item: Continue to provide classroom management support for new teachers. - Action Item: Add student mentoring program (specifically for male students grades 3 - 5) - We had a parent workshop to educate parents and students on the dangers of social media and other concerns facing students beyond the classroom.			**Data Update on Available Measures** - P2L student and family engagement is at 20 students. Highest enrollment (with consistency of attendance) since 2020 - Gifted students enrolled = 6% as of mid-year - Discipline: Based on cumulative enrollment of 981 - Percentage of students with discipline incidents = 2.1%; Percentage of students with ISS incidents = 1.1%; Percentage of students with OSS incidents = 0.1%
LSPI 180 Day Update			**Data Update on Available Measures**

Effectiveness 3A: Results-Based Evaluation System	Professional development to improve teaching and learning is essential to sustained academic growth. In addition, teachers who receive timely and meaningful feedback, leads to change and	1. Provide professional development on our academic press and supportive community frameworks of MTSS. 2. Provide meaningful and just-in-time feedback (e.g., observations, walk-through, and evaluation) that supports the instructional improvement and professional growth of teachers. 3. Provide opportunities for teachers to observe master teaching and learning.	*(see table below)*

KPI (EES)	Baseline	SY2023 Target
Improvement Progress: Benchmark Assessments: Percent of students improving on district benchmark assessments between 1st and 2nd semester.	TBD	TBD
Staff Support – EES Survey: *Support from my principal/supervisor leads to*	63%	70%

2022-2023 Local School Plan for Improvement (LSPI)

School: Baldwin Elementary School   Principal: Dr. Brenda Johnson

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)		
	opportunities to improve their instructional practice.	4. Utilize Common Formative Assessments (CFA) to inform instructional decisions and monitor academic progress. 5. Provide collaborative planning and learning opportunities for teachers to work with district and local school curriculum coaches.	*progress on instructional improvement (or professional growth)*		

LSPI 90 Day Update

- Based on the data, the percentage gap between math and literacy is closing. Attributed to the implementation of a structured literacy curriculum. We are currently piloting the EL curriculum.
  - Interventions are successful and specific. Teachers have the autonomy to use the intervention that best works for students (e.g. Fundations, EL Skills/ALL blocks).
  - We have leaned into the science of reading. Our focus has shifted to why we are doing what we are doing and generating buy-in.
  - We have stressed the importance of protocols. For example, turn-and-talks have a specific structure. Voice equity has a specific place which has increased student engagement. Having EL curriculum protocols creates equity in the classroom.
  - Students are talking and writing. Students give examples and share and use graphic organizers. Language learners have increased engagement due to the structured curriculum.
- We will continue to provide meaningful and just-in-time feedback (e.g., observations, walk-through, and evaluation) that supports the instructional improvement and professional growth of teachers.
- We will continue to provide collaborative and learning opportunities for teachers to plan for targeted instruction and interventions.
- Continue to provide opportunities for teachers to observe master teaching and learning.
- Continue to Utilize Common Formative Assessments (CFA) to inform instructional decisions and monitor academic progress.

Data Update on Available Measures

Staff Data: Pending EES results

Mid-Year Benchmark/GA Milestones Results

Grade/Content	District Average	Baldwin Average
1st Grade ELA	63%	48%
1st Grade MA	66%	56%
2nd Grade ELA	61%	44%
2nd Grade MA	65%	48%
3rd Grade ELA	54%	46%
3rd Grade MA	54%	45%
4th Grade ELA	57%	47%
4th Grade MA	61%	54%
5th Grade ELA	54%	43%
5th Grade MA	49%	41%

2022-2023 Local School Plan for Improvement (LSPI)

School: Baldwin Elementary School   Principal: Dr. Brenda Johnson

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
● Action Item: Continue to provide MTSS training and support. The rapid roll out of MTSS at the start of the year presented a number of challenges with consistency of practice. ● Need: Increase intervention staff to address the growing needs of students based on Tier screeners.			
LSPI 180 Day Update			**Data Update on Available Measures**
Excellence 4C: World-Class Communication & Engagement	Parents who are engaged in their student's learning, supports the overall academic, social, and emotional development of their child.	1. Provide family and community engagement opportunities for families to provide input impacting school change, share concerns about their child's progress, and gain a greater understanding of the curriculum and multi-tiered system of supports. 2. Provide family, community, and engagement training for staff to improve communication and partnerships between parents and the school.	(see table below)

KPI (EES)	Baseline	SY2023 Target
Family Survey Participation: *Percent of families participating in the annual EES Family Survey.*	63%	70%
Responsive Communication – Family Survey: Percent of families responding positively (weighted average):		
(1) When I share concerns with my student's teacher, they listen	84%	89%
(2) Parents/families have input into plans for improving this school	70%	75%
(3) I am given opportunities to discuss my student's progress at school	83%	88%
(4) I am encouraged to collaborate with my student's teachers about my student's learning	82%	87%

2022-2023 Local School Plan for Improvement (LSPI)

School: Baldwin Elementary School   Principal: Dr. Brenda Johnson

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
LSPI 90 Day Update ● We have worked to remove barriers that keep parents from accessing the support needed to help their student/s at home. ○ We added a Parent Instructional Coordinator (PIC) and Parent Outreach Liaison (POL). The PIC focuses on the instructional side while the POL works with volunteers. As a result, we have significantly increased parent involvement. ○ We have a group of parents interested in picking up PTA. We are currently working with area representatives to get elections and officers established. ○ We have significantly increased the number of participants attending School Council meetings. ○ We are generating ownership with our parents. They are coming up with ideas and planning events like muffins with moms and donuts with dads. ● We will continue to provide family and community engagement opportunities for families to provide input impacting school change, share concerns about their child's progress, and gain a greater understanding of the curriculum and MTSS. ○ Workshops have moved beyond what is required. We had two (2) language workshops (ESOL), ACCESS, technology, discipline, etc. ○ We have different parents coming in (not just regular attendees) ● Provide family, community, and engagement training for staff to improve communication and partnerships between parents and the school (ongoing). ● Action Item: Send flyers out in the target language for our parents to join the PTA ● Action Item: Back to school bash to get parents in the building to celebrate all the great things that we are doing.			**Data Update on Available Measures** Pending EES Survey results
LSPI 180 Day Update			**Data Update on Available Measures**