

2022-2023 Local School Plan for Improvement (LSPI)

School: Harbins ES Principal: Jimmy Lovett

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 1B: Staff and student wellbeing | Harbins ES works to ensure individualized, authentic instruction through the implementation of | Student <ul style="list-style-type: none"> • Class meeting every day to support a positive classroom community • Restorative Practice Opportunities for students | Student <ul style="list-style-type: none"> • Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items: <ul style="list-style-type: none"> • I enjoy coming to this school. Baseline: 41% |

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| | <p>Social Emotional Learning and Restorative Practices, with an emphasis on student and staff well-being, self-care, physical and mental health, and social emotional learning.</p> | <ul style="list-style-type: none"> ● Mentor "Check In/Check/Out" with students as part of Multi-Tiered System of Supports ● Dream Builders - staff mentoring program for students ● No Place for Hate <p>Staff</p> <ul style="list-style-type: none"> ● Prioritize Adult Social Emotional Learning through school-based professional learnings ● Monthly Staff Wellness Activities - team building, celebrations ● Wellness Room | <ul style="list-style-type: none"> ● 2023 Target: 46% In my school, I feel that I belong to a group of friends. Baseline: 65% 2023 Target: 68% ● There's at least one adult in this school I can talk to if I have a problem Baseline: 75% 2023 Target: : 77% ● I can calm myself down when I am excited or upset Baseline: 44% 2023 Target: 49% ● Most students are respectful of others at this school. Baseline: 13% 2023 Target: 21% ● When my solution to a problem is not working, I try to figure out what went wrong |

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| | | | <p style="text-align: right;">Baseline: 46%</p> <p style="text-align: right;">2023 Target: 51%</p> <ul style="list-style-type: none"> • I can discuss a problem with a friend without making it worse. <p style="text-align: right;">Baseline: 51%</p> <p style="text-align: right;">2023 Target: 55%</p> <p>Staff</p> <ul style="list-style-type: none"> • Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items: <ul style="list-style-type: none"> • I receive training on instruction to support social-emotional learning. Baseline: 45% • I incorporate SEL into my daily instructional delivery. Baseline: 79% • I understand instructional strategies to support SEL objectives 2023 Target: 81% |

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| | | | <p>Baseline: 72%</p> <p>2023 Target: 74%</p> <ul style="list-style-type: none"> • Our staff can count on one another for help when needed <p>Baseline: 90%</p> <p>2023 Target: 91%</p> |
| <p>90 Day Review:</p> <p>-Utilization of the GCPS Behavior Coach through the individualized support of multiple teachers.</p> <p>-Collaboratively Planning Professional Learning Opportunities with the Behavior Coach</p> <p>-Implementation of No Place for Hate lessons provided by the counselors, across multiple grade levels</p> <p>- Teachers submit names of students for “shout outs” to be read by administrators on the morning announcements</p> <p>- Administrators gather “shout outs” for staff to be shared during faculty meetings</p> <p>- Monthly staff SEL activities and Wellness Checks</p> <p>- School-wide Morning Meeting time to implement No Place for Hate lessons and other SEL sessions</p> | | | <p>EES Survey Results forthcoming</p> <p>PBIS Walkthrough conducted by PBIS support staff from the county noted numerous areas of strength in our schoolwide implementation of PBIS</p> <p>No Place for Hate lesson implementation has been well received and garnered positive feedback from both faculty and students</p> <p>The number of “shout outs” submitted by staff for student recognition and peer recognition has increased month to month</p> |

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| <p>- Student Recognition- Tiger Hall of Fame- students that have earned 200 DOJO points will be added to the wall of fame. They will also be recognized on announcements and have lunch with the principal.</p> <p>- Monthly Student Recognition- Tiger of the Month and Leader in Learning- classroom winners rewarded every month on the announcements and with a wrist band or medal.</p> | | | <p>There were over 30 students who joined the Tiger Hall of Fame</p> | | | | | | | | | | | | | | | | | | |
| <p>Equity 2A: Multi-tiered system of supports</p> | <p>Harbins ES and all of GCPS will use both observational, anecdotal, and performance data to ensure that every student demonstrates critical thinking skills and has a clear path to content mastery.</p> | <ul style="list-style-type: none"> ● Universal Screeners in LA and Math given three times per year. ● Targeted Tier 1, 2, and 3 interventions developed by the MTSS Team based on screener data. ● Dedicated intervention block built into each child's day. ● PBIS Team available to provide interventions, feedback, or conduct restorative small groups. ● Counselor Lessons/Small Groups based on Wellness Screeners. | <p>1. Decrease in the % of students in student groups achieving beginning on Milestones <u>% Beginning on GMAS (2022)</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Baseline</th> <th style="width: 20%; text-align: center;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>3rd LA</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3rd MA</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td>4th LA</td> <td style="text-align: center;">18%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>4th MA</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">5%</td> </tr> <tr> <td>5th LA</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">6%</td> </tr> </tbody> </table> | | Baseline | 2023 Target | 3rd LA | 31% | 25% | 3rd MA | 20% | 12% | 4th LA | 18% | 10% | 4th MA | 12% | 5% | 5th LA | 16% | 6% |
| | Baseline | 2023 Target | | | | | | | | | | | | | | | | | | | |
| 3rd LA | 31% | 25% | | | | | | | | | | | | | | | | | | | |
| 3rd MA | 20% | 12% | | | | | | | | | | | | | | | | | | | |
| 4th LA | 18% | 10% | | | | | | | | | | | | | | | | | | | |
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| | | | <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 30%;">5th MA</td> <td style="width: 30%;">25%</td> <td style="width: 40%;">18%</td> </tr> <tr> <td>5th Sci</td> <td>22%</td> <td>14%</td> </tr> </table> <p>2. # of students supported at Tier 2 or 3 through screeners</p> <ul style="list-style-type: none"> ● Baseline: established in SY2023 | 5th MA | 25% | 18% | 5th Sci | 22% | 14% |
| 5th MA | 25% | 18% | | | | | | | |
| 5th Sci | 22% | 14% | | | | | | | |
| <p>90 Day Review:</p> <ul style="list-style-type: none"> - Monthly MTSS Team Meetings - Students are provided tier 2 and 3 interventions through support teachers during targeted intervention time - Additional Staff have received training on LLI and Comprehension Toolkits - After the Midyear iReady Universal Screener was administered, teachers completed data review sheets which examined Student Growth and Student Performance - MTSS Team reviewed Midyear iReady data and created a list of students receiving EIP services that were recommended for exit from | | | <p>A large number of students have been identified as meeting the criteria for exiting EIP, based upon the Midyear iReady data, while several students will begin EIP support in Math and Reading according to their Midyear iReady data</p> <p>Many staff members have completed training on LLI and Comprehension Toolkits</p> | | | | | | |

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| EIP based upon their iReady scores, as well as, recommending additional students to begin EIP support based upon midyear data | | | |
| Equity 2B: Opportunity and access | Harbins ES and all of GCPS will expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum and enrichment activities. | <ul style="list-style-type: none"> ● Play 2 Learn opportunities for families with children ages 0-5. ● After School Program available to all families - GASP ● Innovation Fair ● Celebration of Cultures ● Harbins Community Celebration - partnered with Blue Cares and One Powerhouse ● Math Night - 2 times ● Classroom/School Instructional Resources: process to ensure diverse representation in materials (piloting EL Education K-5) ● Professional Learning on Cultural Competency | Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items: <ul style="list-style-type: none"> ● All students have access to rigorous courses and supports. Baseline: 33% 2023 Target: 39% ● I can learn the things taught in this school Baseline: 72% 2023 Target: 74% ● My teachers ask questions of all students, not just some students Baseline: 25% 2023 Target: 32% ● My teacher helps me learn by challenging me with interesting activities in class. |

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| | | <ul style="list-style-type: none"> • Kindergarten Career Fair • AC Math classes in grades 3-5 | <p style="text-align: center;">Baseline: 48% 2023 Target: 53%</p> <ul style="list-style-type: none"> • The school is doing a good job of preparing me to succeed in my life. Baseline: 75% 2023 Target: 77% • My teachers expect all students to succeed no matter who they are. Baseline: 84% 2023 Target: 85% • Work I do in this school is useful and interesting. Baseline: 37% 2023 Target: 43% • My teacher helps me learn by challenging me with interesting activities in class Baseline: 48% 2023 Target: 53% |
| | | | |

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| <p>90 Day Review:</p> <ul style="list-style-type: none"> - Play 2 Learn continues to grow, with plans to collaborate with cluster Play 2 Learn coordinators and community outreach events with local daycares and preschools - Math Night, Community Celebration, Harbins PTA Family Dance, Innovation Fair are all major events to engage the school community in the academic work of the school and to celebrate the diversity of our student population - Collaborative Learning Teams (CLTs) spend time reviewing lessons and discussing the implementation of those lessons, which are provided by the school district utilizing the online platform ECOMM, which address the diverse needs of our students across all subject areas (Math, Social Studies, Science, and Language Arts) - Translators are provided for parents attending Parent/Teacher Conferences in March - Documents and communication forms that are sent home are available in a variety of languages | | <p>Play 2 Learn continues to enroll new families throughout the school year</p> <p>Harbins has hosted multiple community engagement events that have been extremely well attended</p> | |

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| <p>Goal 3B: Talent management.</p> | <p>Harbins ES will Transform human resources function into a strategic talent management organization that supports educators and staff to achieve district goals.</p> | <ul style="list-style-type: none"> ● Support teacher leadership through consistent mentoring and professional learning ● Support new staff members with coaching partnerships and a mentor ● Provide incentives for gifted/ESOL endorsements | <p>Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items:</p> <ul style="list-style-type: none"> ● Feedback from classroom observations leads to meaningful change in instructional practice. Baseline: 84% 2023 Target: 86% ● I believe all students can meet state standards Baseline: 75% 2023 Target: 77% ● My colleagues are willing to be held accountable for student learning. Baseline: 89% 2023 Target: 90% ● Support from my principal/supervisor leads to progress in instruction or professional growth Baseline: 88% 2023 Target: 89% |

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| 90 Day Review: <ul style="list-style-type: none"> - Teacher Leaders participate in weekly and monthly meetings as Literacy Leads, Math Leads, Grade Level Leads, and participation on various committees and councils - Several teachers have expressed interest and are being enrolled in Gifted Endorsement training for the next school year - Several teachers have expressed interest and are being enrolled in English Learner Endorsement certification - New Teachers continue their growth through monthly meetings with colleagues and mentors as well as being paired with coaches in the areas of Reading, Math, and Behavioral Support | | | |
| Goal 4.C – World-class communications and engagement. | Harbins ES will Demonstrate world-class communication and engagement through modeling the value GCPS leadership places | <ul style="list-style-type: none"> ● Schedule conferences with interpreters ● Community volunteers for garden and hens ● Open year long survey for parents to communicate with school ● Weekly newsletter in English and Spanish ● Monthly School Events ● Blue Cares - supports needs in the community | Percent Positive Responses (% Often True + % Almost Always True) on the following EES-Family Satisfaction survey items: <ul style="list-style-type: none"> ● I am informed about progress toward the improvement goals of this school. Baseline: 74% 2023 Target: 76% ● Parents have input into plans for |

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| | <p>on transparent, two-way communication to build stakeholder trust and confidence</p> | <ul style="list-style-type: none"> ● Active PTA <ul style="list-style-type: none"> ○ Weekly Parent Volunteers ● Local School Council - comprised of parents, teachers, and principal ● Strong quality instructional practices (Quality-Plus Teaching Practices) ● Strong communication between teachers and parents through weekly newsletters and Class Dojo | <p>improving this school.</p> <p>Baseline: 63% 2023 Target: 66%</p> <ul style="list-style-type: none"> ● <i>This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientation</i> Baseline: 89% 2023 Target: 91% ● <i>This school communicates effectively with my family</i> Baseline: 83% 2023 Target: 85% ● <i>When I share concerns with my student's teacher, they listen</i> Baseline: 88% 2023 Target: 90% |

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| | | <p>90 Day Review:</p> <ul style="list-style-type: none"> - Surveys for Staff and Parents are provided regularly to gain feedback on various components of the educational experience provided for students at Harbins Elementary School - Cluster School Council meeting attended by council members from all cluster schools and hosted by Archer High School - PTA Executive Board monthly meetings to discuss PTA initiatives and school support - PTA Meetings offered monthly which provide parents with an opportunity to gain information about the operations of the Harbins PTA, organize volunteers, respond to parent suggestions and input, plan for school-wide events, and interact with administrators and teachers - Parent/Teacher Conferences held in March provide parents with important information regarding their student’s academic and social emotional growth as measured by a comprehensive variety of assessments (iReady, District Assessments, DIEBELS, EES) | <p>PTA meetings and events are highly interactive and well-attended by staff and parents</p> <p>A large percentage of parents have signed up for Parent/Teacher Conferences during the week of Feb. 27th</p> <p>Survey data has provided valuable feedback and been overwhelmingly positive when examining the experience of students, stakeholders, and staff at Harbins Elementary School</p> |

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