

2022-2023 Local School Plan for Improvement (LSPI)

School: Lovin Elementary School Principal: Kevin Payne

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) |
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| <p>Empathy 1B: Student and Staff Wellbeing</p> <p>Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.</p> | <p>PBIS Reboot - Lovin ES will institute Tiger Dens (Harry Potter Style Houses) to provide a structure for SEL Lessons/Restorative Practices and opportunities for students to bond with one another and additional adult staff members.</p> <p>Staff SEL - Lovin ES will work to ensure individualized, authentic instruction through the implementation of Social Emotional Learning and Restorative Practices,</p> | <p>PBIS Reboot</p> <ol style="list-style-type: none"> 1. Identify Den names/meanings 2. Create selection process 3. Design SEL Lessons (monthly) 4. Design opportunities for Dens to meet (at least monthly), work together, celebrate 5. Provide PL for staff (monthly) 6. Modify data monitoring systems to provide actionable behavioral data 7. Provide some fun engaging competitions for the Dens (e.g., Can Food Drive, School Events Participation) <p>Staff SEL</p> <ul style="list-style-type: none"> • Prioritize Adult Social Emotional Learning through school-based professional learnings • Implement monthly Staff Wellness Activities • Develop a Wellness Room | <p>Increase percent Positive Responses on the following <u>EES-STUDENT</u> survey items:</p> <ol style="list-style-type: none"> 1. Most students are respectful of others at this school: BASELINE - 13.7% 2023 TARGET - 20% 2. I enjoy coming to this school: BASELINE - 31.2% 2023 TARGET - 40% 3. There's at least one adult in this school I can talk to if I have a problem: BASELINE - 73% 2023 TARGET - 76% <p>Increase percent Positive Responses on the following <u>EES-STAFF</u> survey items:</p> <ol style="list-style-type: none"> 1. I receive training on instruction to support social emotional learning: BASELINE - 57% 2023 TARGET - 60% |

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| | with an emphasis on student and staff well-being, self-care, physical and mental health, and social emotional learning. | | <p>2. Our staff can count on one another for help when needed: BASELINE - 80% 2023 TARGET - 83%</p> <p>3. Staff at all levels are treated fairly: BASELINE - 68% 2023 TARGET - 72%</p> |
| <p>90 Day Review: 1B Empathy - Student and Staff Wellbeing</p> <p>Student Related: Lovin promotes student and staff wellbeing through prioritizing self-care, physical and mental health, and Social Emotional Learning (SEL). Lovin teachers are consistently reviewing behavior expectations with their students as a Tier 1 and Tier 1+ PBIS initiative. These opportunities are being offered to students via our Class Meetings and monthly Tiger Den meetings. Our Tiger Dens are similar to Harry Potter style Houses. The purpose of our Tiger Dens is to provide students time for building relationships with their peers and other adults (at least monthly). Additionally, Lovin teachers are giving Tiger Tokens to students to positively reinforce behavioral expectations. Teachers and students track their tokens, and students can use them to purchase rewards (e.g., purchasing books, purchasing ice cream, and purchasing "Lunch with the Principal"). When students struggle to meet behavioral expectations, the focus of Lovin staff is on teaching appropriate behavioral replacement strategies via SEL. The SEL Lessons are used from Nearpod and Navigate 360 as an intervention to support students with behavior concerns. Finally, our counselors have started Kate's Club to support students who have experienced a loss in their immediate family.</p> <p>Staff Related: Lovin has seen growth in 2 of the 3 areas measured on the Key Performance Indicators on our January administration of our Staff EES Survey. There was significant growth (20%) in the work staff is doing with SEL, as our survey results went from 57% to 77%. We will continue to provide monthly SEL focus points to staff via their Collaborative Learning Team (CLT) meetings. The lessons for these focus points have been created by our counselors and by our PBIS Team. The Lovin Counselors also provide a Wellness Tip for staff in their monthly newsletter.</p> | | | <p>Tiger Dens Presentation Lovin Tiger Dens.pptx</p> <p>Pre-Planning PBIS Power Point 7_29 2022 PBIS Preplanning Meeting (1).pptx</p> <p>We are currently waiting to analyze our January EES Data for Students. However, we do have updates for Staff EES:</p> <p>I receive training on instruction to support social emotional learning: BASELINE - 57% 2023 TARGET - 60% January Results - 77% an increase of 20%</p> <p>Our staff can count on one another for help when needed: BASELINE - 80% 2023 TARGET - 83% January Results - 73%, decrease of 7%</p> <p>Staff at all levels are treated fairly: BASELINE - 68% 2023 TARGET - 72%</p> |

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| | | <p>We did see a 7% decrease in the area of staff helping one another, baseline of 80% to 73% on the January administration. We will increase the number of Wellness activities that staff participate in monthly. We will encourage staff to share their celebrations and frustrations as we push to foster a supportive environment. Additionally, the Lovin ES Wellness Room is now fully operational. We are currently working on providing opportunities for staff to utilize this wonderful resource. We continue to provide Teacher Treats and Teacher Acknowledgement via the following efforts:</p> <ul style="list-style-type: none"> • We highlight and thank staff members through our weekly staff newsletter. • Our Sunshine committee implements monthly themes to recognize and support staff. • We are providing monthly opportunities for staff to fill out Shine Cards to recognize a peer. • The Administrative Team has ordered Gold Coins to recognize and celebrate specific staff at staff meetings. | <p>January Results - 69%, an increase of 1%</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Equity 2A: Multi-tiered system of supports</p> <p>Multi-tiered system of supports. Implement a comprehensive framework to fully operationalize a multi- tiered system of supports to address academic & non-academic student needs & remove barriers to success.</p> | <p>PBIS Tier 2 Team - Lovin ES will establish a small team to facilitate students that move from Tier 1 to Tier 2 of support/interventions.</p> | <p>Tier 2 Team</p> <ul style="list-style-type: none"> • Define scope of Tier 2 Team • Identify members of team • Design processes in which team will operate, based on PBIS guidelines • Present team and process to staff • Use the MTSS process for implementation | <p>DECREASE the percentage of students scoring at the BEGINNING level on the Georgia Milestones Assessment based on their previous year’s performance:</p> <table border="1" data-bbox="1419 951 1822 1146"> <thead> <tr> <th>GMAS Category</th> <th>2021- 2022 Baseline Data</th> <th>2022-2023 Target Goal</th> </tr> </thead> <tbody> <tr> <td>3rd ELA</td> <td></td> <td>15%</td> </tr> <tr> <td>3rd Math</td> <td></td> <td>15%</td> </tr> <tr> <td>4th ELA</td> <td>22% (3rd Grade)</td> <td>19%</td> </tr> <tr> <td>4th Math</td> <td>12% (3rd Grade)</td> <td>9%</td> </tr> <tr> <td>5th ELA</td> <td>37% (4th Grade)</td> <td>32%</td> </tr> <tr> <td>5th Math</td> <td>24% (4th Grade)</td> <td>21%</td> </tr> </tbody> </table> | GMAS Category | 2021- 2022 Baseline Data | 2022-2023 Target Goal | 3 rd ELA | | 15% | 3 rd Math | | 15% | 4 th ELA | 22% (3 rd Grade) | 19% | 4 th Math | 12% (3 rd Grade) | 9% | 5 th ELA | 37% (4 th Grade) | 32% | 5 th Math | 24% (4 th Grade) | 21% |
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| 4 th ELA | 22% (3 rd Grade) | 19% | | | | | | | | | | | | | | | | | | | | | | |
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| 5 th ELA | 37% (4 th Grade) | 32% | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Equity 2B: Opportunity and Access</p> <p>Opportunity and access. Expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework & enrichment activities</p> | <p>Differentiation and Integration via STEM - Small group strategic instruction and integration of STEM will be Lovin’s Academic Press focus points. Teachers will use both approaches to personalize instruction and engage each and every student.</p> | <p>Differentiation and Integration via STEM PBL Instruction</p> <ul style="list-style-type: none"> . Define structures of small group instruction and STEM integration . Provide PL to teachers for the new ELA curriculum. Staff will use the pilot to focus on small group instruction. Two additional student areas will also be featured (ESOL and gifted) . Utilize half of CLT PL this year to focus on exploring the new curriculum to provide the strategic instruction needed for students . Use ELA/Math iReady screeners and the RTI process to identify student needs . Teachers will use culturally responsive text to increase engagement and support SEL work . Utilize Tiger Time Intervention Block to provide additional opportunities for strategic instruction . Design grade level STEM PBL opportunities for students . Utilize one CLT meeting a month to plan for effective STEM PBLs | <p>Increase percent Positive Responses on the following EES-Student survey items:</p> <ol style="list-style-type: none"> 1. My teacher(s) ask questions of all students, not just some students BASELINE - 42% 2023 TARGET - 46% 2. All students have access to rigorous courses and supports BASELINE - 39% 2023 TARGET - 45% |

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| <p>90 Day Review</p> <p>Equity 2A: Multi-tiered system of supports</p> <p>Lovin is refining our Multi-tiered System of Supports process (referred to as MTSS) to address students experiencing academic and behavioral challenges. Our first phase was to examine the entire process we use and make modifications (see Lovin MTSS Process for our adjusted practice) and grow our interventions and supports for students, which include:</p> <ul style="list-style-type: none"> ● Lovin Academic Interventions ● Lovin Progress Monitoring Tool ● Lovin RTI Resources ● Lovin Group Academic Intervention Plan ● Lovin 7-Step Behavior Intervention Process <p>Phase two consisted of developing our Lovin Tier 2 Team to provide support for students that move from Tier 1 Interventions to Tier 2 Interventions. Our Tier 2 Team is now refining the process to support students when they are experiencing challenges with academic learning or meeting behavioral expectations. Our process consists of the following stages:</p> <ul style="list-style-type: none"> ● Initial Tier 2 Conversation ● Second Tier 2 Conversation ● Student Support Team Request ● PBIS Tier 2 Team Support <ul style="list-style-type: none"> ○ New behavior intervention supports ○ Navigate 360 lessons ● County Behavior Specialist Support ● Intervention Support during TIGER Time: <ul style="list-style-type: none"> ○ Think Lab (Gifted students) ○ Early Intervention Program (EIP) ○ iReady Math/Reading Programs (tier 2 needs) ○ Amplify Reading Program ○ Leveled Literacy Intervention (Tier 2 needs for Kindergarten through Second) ○ ESOL (Level 1 & 2) ○ SPIRE (Grades 2 & 3) | | | <p>Lovin MTSS Process Lovin RTI SST Process.docx</p> <p>Lovin Academic Interventions https://drive.google.com/drive/folders/16x6u3G6aHxwQTjEH90iCGKqxAIiAAOn8</p> <p>Lovin MTSS Teacher Guide - https://docs.google.com/document/d/1t4sUIHWArCoRkBgNLLIh6Zubalemsjmn/edit</p> <p>Lovin Progress Monitoring Tool Pyramid https://drive.google.com/drive/folders/16x6u3G6aHxwQTjEH90iCGKqxAIiAAOn8</p> <p>Lovin RTI Resources RTI Resource List.docx</p> <p>Lovin Group Academic Intervention Plan LovinES Academic Intervention Plan.doc</p> <p>Lovin 7-STEP Behavior Intervention Process LOVIN7 step behavior log form.doc</p> |

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| | | <ul style="list-style-type: none"> ○ iSteep (interventions and progress monitoring) ○ Read 180 (Grades 3-5) ○ Lovin tutorial program for identified students ○ Multi-Sensory Lessons and instructional strategies <p>We know that attendance and behavior have a major impact on student learning. Therefore, we have been tracking data in these two areas through our MTSS process.</p> <p>Attendance Data: We have a quarterly meeting with our counselors and our social worker to review students' attendance data.</p> <ul style="list-style-type: none"> ● There are 41 students with 6 or more absences. (Some include excused absences) ● There is 1 student with 18 absences. ● There is 1 student with 20 absences. <p>Behavior data: We have a monthly meeting with our counselors to review identified students with discipline concerns and/or counseling specific needs. So far, we have...</p> <ul style="list-style-type: none"> ● One student with an Out of School Suspensions and 1 student with an In School Suspensions totaling two students thus far ● Sixteen Office Discipline Referrals (Minor infractions) to our Opportunity Room. ● We have hired an onsite behavior support person to work with students who need additional behavioral interventions. <p>Current Academic Data: We are using iReady data to track student performance as the year progresses. We have seen growth in student performance for reading:</p> <ul style="list-style-type: none"> ● The number of students three or more grade levels below dropped from 44 to 36 students ● The number of students two grade levels below dropped from 109 to 68 students ● The number of students one grade level behind dropped from 246 to 207 students ● The number of students on grade level rose from 122 to 137 students ● The number of students above grade level rose from 108 to 181 students <p>The same trend of growth can also be observed in our iReady mathematics data:</p> <ul style="list-style-type: none"> ● The number of students three or more grade levels below dropped from 43 to 30 students | <p>iReady Literacy Diagnostic Data https://drive.google.com/drive/folders/1_V6KPAW-wjNLSAJCaEMHaeYjiXnDhHzR</p> <p>iReady Math Diagnostic Data https://drive.google.com/drive/folders/1_V6KPAW-wjNLSAJCaEMHaeYjiXnDhHzR</p> |

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| <ul style="list-style-type: none"> ● The number of students two grade levels below dropped from 127 to 73 students ● The number of students one grade level behind dropped from 355 to 33 students ● The number of students on grade level rose from 69 to 121 students ● The number of students above grade level rose from 31 to 90 students | | | |
| <p>90 Day Review:</p> <p>Equity 2B: Opportunity and Access</p> <p>As we return from COVID, it has been very important for staff to address the varying needs of students. Our major focus to address Opportunity and Access has been through the vehicle of differentiation. Lovin teachers are leveraging their growth in the new Expeditionary Learning (EL) literacy pilot with differentiation to address students needs. For the first semester, teachers participated in training twice a month led by our literacy coach, district personnel, and EL consultants. Teaching staff received professional learning on the following topics:</p> <ul style="list-style-type: none"> ● Structuring the Additional Learning Literacy (ALL) Block and Skill Block within EL supports (see sample) ● Implementing small group instruction ● Managing the Module Block ● Developing protocols to address student voice and equity ● Interpreting and analyzing screener data and formulating instructional groups from the data <p>Professional learning structures for this work has taken on a myriad of formats:</p> <ul style="list-style-type: none"> ● Modeling skills ● Conducting peer visits (3) and Learning Walks (4) (See sample) ● Attending EL question and answer “Office Hours” - three to four opportunities each month ● Participating in district training sessions - done monthly via Boot Camps and Digital Days ● Analyzing best practices done twice a month during Just-In-Time Training <p>Lovin is working on renewing our Georgia State Level STEM Certification. Project Based Learning lessons are a major focus for engaging our students. These lessons are occurring routinely (see sample).</p> | | | <p style="background-color: yellow;">Place PBL lessons here</p> <p>Sample All Block Template SAMPLE - ALL Block Template.docx</p> <p>EL Learning Walk Tool EL Module Learning Walks Tool.docx</p> <p>EL Alignment Tool Looks-Sound EL Learning Walk Tool.docx</p> |

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| <p>Effectiveness 3A: Results Based Evaluation System</p> <p>Redesigned Results-Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.</p> | <p>Learning Walks - Lovin ES will develop a structure and a culture of learning from our peers to increase effectiveness as an organization.</p> | <p>Learning Walks</p> <ul style="list-style-type: none"> . Share data from EES on peer survey . Develop a structure for peer visits . ILT will participate in peer visits to model . The Administrative Team will participate in monthly Learning Walks with a variety of stakeholders (e.g., Grade Level Teams, local school coaches, and district personnel) . Create design focus for visits. This focus will support differentiated instruction in goal 2B, as well as monitoring the implementation of the new ELA Pilot that Lovin is participating in | <p>Increase percent Positive Responses on the following EES-STAFF survey items:</p> <p>3. Peer observation/coaching and feedback is a tool we use to improve Instruction BASELINE - 52% 2023 TARGET - 55%</p> <p>4. Our teachers engage in classroom-based professional development activities (e.g., peer coaching) that focus on improving instruction BASELINE - 60% 2023 TARGET - 63%</p> <p>INCREASE the percentage of students scoring at the PROFICIENT and DISTINGUISHED levels on the Georgia Milestones Assessment based on their previous year's performance:</p> <table border="1" data-bbox="1419 979 1824 1170"> <thead> <tr> <th>GMAS Category</th> <th>2021- 2022 Baseline Data</th> <th>2022-2023 Target Goal</th> </tr> </thead> <tbody> <tr> <td>1st ELA</td> <td></td> <td>60%</td> </tr> <tr> <td>3rd Math</td> <td></td> <td>60%</td> </tr> <tr> <td>4th ELA</td> <td>46% (3rd Grade)</td> <td>55%</td> </tr> <tr> <td>4th Math</td> <td>57% (3rd Grade)</td> <td>65%</td> </tr> <tr> <td>5th ELA</td> <td>33% (4th Grade)</td> <td>50%</td> </tr> <tr> <td>5th Math</td> <td>38% (4th Grade)</td> <td>50%</td> </tr> </tbody> </table> | GMAS Category | 2021- 2022 Baseline Data | 2022-2023 Target Goal | 1 st ELA | | 60% | 3 rd Math | | 60% | 4 th ELA | 46% (3 rd Grade) | 55% | 4 th Math | 57% (3 rd Grade) | 65% | 5 th ELA | 33% (4 th Grade) | 50% | 5 th Math | 38% (4 th Grade) | 50% |
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| 3 rd Math | | 60% | | | | | | | | | | | | | | | | | | | | | | |
| 4 th ELA | 46% (3 rd Grade) | 55% | | | | | | | | | | | | | | | | | | | | | | |
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| <p>90 Day Review:</p> <p>Effectiveness 3A: Results Based Evaluation System Learning Walks are the vehicles we will use to calibrate instructional expectations and improve our effectiveness. For the first semester, we have done the following:</p> <ul style="list-style-type: none"> ● Implemented peer visits across grade levels by several groups (Lovin’s Instructional Leadership Team, Special Education) ● Started vertical alignment walks by grade levels (Kindergarten, Second Grade, Fifth Grade) ● Visited other schools with our local school coach (Dacula Elementary School, Alcova Elementary School). We have also hosted other schools (Knight Elementary School, Eagle Ranch, Burnett Elementary School, Head Elementary School). <p>In addition, we are using various opportunities to continue to increase our effectiveness and reduce variability from classroom to classroom.</p> <ul style="list-style-type: none"> ● Lovin U (“new teacher” induction program) provides opportunities to staff new to Lovin to build instructional and managerial best practices for teachers. ● Weekly Just-In-Time training sessions are provided to teachers to align practices with research (see Calendar). ● Collaborative Learning Teams (CLT) - Grade level CLTs meet twice a week to plan learning experiences for students, examine data, and discuss best instructional practices. ● District Level Instructional Professional Support - Lovin staff are being supported through county coaches to build instructional capacity and team trust. For example, the GCPS Staff development office is conducting monthly sessions with the office staff and with our Autism Unit. | | | <p>Learning Walk Tool 2023 EL Module Block Learning Walks Tool January 2023.docx</p> <p>Just-In-Time Training Calendar https://drive.google.com/drive/folders/1w59FjNJ0K0HMnu4AW2m699runo3iqvsc</p> |
| <p>Excellence 4A: Preferred education destination</p> <p>Preferred education destination. Be the first choice of students and families</p> | <p>Joyful Learning - Lovin ES Teachers will increase their use of play-based learning to engage students.</p> <p>All Pro Dads - Lovin ES will establish a chapter</p> | <p>Joyful Learning</p> <ul style="list-style-type: none"> · Review components/purpose of Joyful Learning · Teams will identify opportunities to implement · Tell the story of this work frequently <p>Budget Implication:</p> <ul style="list-style-type: none"> ● Critical/creative games | <p>Increase percent Positive Responses on the following <u>EES-PARENT</u> survey items:</p> <ol style="list-style-type: none"> 1. I am informed about progress toward the improvement goals of this school: BASELINE - 79.8% 2023 TARGET - 82% 2. Parents/families have input into plans for improving this school: |

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| <p>for excellent schools and the employer of choice for educators and staff to fulfill their careers.</p> | <p>All Pro Dads to connect an additional number of families to the school.</p> <p>Pastries with the Principal - In collaboration with the LES PTA, a monthly breakfast and tour will be conducted to connect families to the school, allow for input into plans for improvement, and demonstrate why Lovin ES is a preferred education destination.</p> | <ul style="list-style-type: none"> ● STEM Materials ● Instructional materials - Abbey Quintero <p>All Pro Dads</p> <ul style="list-style-type: none"> . Research the program . Visit schools with successful chapters . Identify leaders to implement and facilitate . Recruit, train, and advertise parent leaders . Design and implement monthly activities . Tell the story of this work frequently <p>Pastries with the Principal</p> <ol style="list-style-type: none"> 1. Select dates and advertise to community 2. Use LSPI to design each meeting's key message 3. Notify staff of tours 4. Partner with LES PTA to use this event to tell the story of Lovin ES | <p>BASELINE - 78.9% 2023 TARGET - 82%</p> <p>Increase percent Positive Responses on the following <u>EES-STUDENT</u> survey items:</p> <ol style="list-style-type: none"> 1. I enjoy coming to this school: BASELINE - 31.2% 2023 TARGET - 40% 2. In class, we often work with other students to solve a problem/do a task BASELINE - 34.4% 2023 TARGET - 40% |
| <p>90 Day Review:</p> <p>Excellence 4A: Preferred education destination.</p> <p>Lovin is working on opportunities to increase community engagement which will lead to . Our initial task designs focus on “All Pro Dads” and “Pastries with the Principal” which will lead us to be <i>the first choice of students and families for excellent schools.</i></p> <ul style="list-style-type: none"> ● All Pro Dads - Lovin has experienced great success with our first year's implementation of All Pro Dads. This group meets monthly with an average attendance of 31 participants. The January meeting had 44 participants. A formal survey has not been conducted as of now, but soft data shows that participants love engaging in this program. | | | |

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| | | <ul style="list-style-type: none"> ● Pastries with the Principal - We currently are not hitting the level of participation that we would like to see for this opportunity for parents to engage with the school. For the first semester, only nine participants have attended these sessions. The program time has been a factor, occurring during the school day. However, the design of the program is to include a tour and Learning Walk to see teaching and learning in full action. A survey is targeted in the second semester to see if a suitable adjustment can be made to engage more stakeholders. <p>In addition, Lovin has provided some excellent opportunities to increase our desire to become a school of choice, including, but not limited to:</p> <ul style="list-style-type: none"> ● Visits from outside collaborators (e.g., United States Department of Agriculture and Gwinnett Clean and Beautiful) ● Developing a play-based/high engagement philosophy of teaching through our Strategic Play/Joyful Learning initiative (e.g., classes start the day off with creative joyful learning experiences). ● Implementing engaging learning experiences in our specials program - Lovin Civics specials to expose students to civic duties, roles, professions and build their engagement with the community and adding coding through our Computer Science special. ● Creating a Lovin Events Committee to involve more families and stakeholders in community engagement. (e.g., Lovin Skate Night, Booster Thon, International Night, STEAM Showcase, and Father Daughter Masquerade Ball). ● Inviting parents/families to see project learning in action (e.g., Fifth Grade Monologues and Second Grade Poetry) ● Implementing Parent Workshops such as ESOL Night, Technology Night, and Title I Planning Meeting. ● Developing the Lovin Student Council - Students campaigned for office and were elected/appointed to different positions. ● Re-opening our Lovin Bistro, a special place for parents to have lunch with their student ● Providing new creative after school programming (e.g., 4H Clover Art Club, Georgia Natural Club, Little Medical School, and Little Veterinary School) | |