

2022-2023 Local School Plan for Improvement (LSPI)

School: Hopkins Elementary School Principal: Gabriel Zaragoza

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	Based on prior year data related to social emotional learning for students and staff, Hopkins Elementary will promote student and staff wellbeing through prioritizing	1. Implement social emotional activities that include morning meetings, counselor-led sessions, PBIS programmatic activities, and behavior coach support for students	<p>Percent of students responding positively to the following student wellbeing EES Student Survey items (weighted average):</p> <p>I enjoy coming to this school.</p> <p>SY2022 Baseline: 40% SY2023 Target: 45%</p> <p>Percent of students chronically absent</p>

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	<p>self-care, physical and mental health, and social emotional learning.</p>	<p>and staff development.</p> <ol style="list-style-type: none"> 2. Implement a Social Studies Enrichment course that integrates K-2 Citizenship AKS and 3-5 Civics AKS, along with SEL integrated components from the counseling department. 3. Implement structures to support consistent communication from students to the principal (Student Council) and staff to the principal (Principal Advisory Committee). 4. Implement structures that support staff well-being (e.g., Sunshine Committee, New Teacher Network). 	<p>SY2022 Baseline: 18% SY2023 Target: 15%</p> <p>Percent of staff responding positively to the following cultural proficiency EES Staff Survey items (weighted average):</p> <p>When there is a problem in my school, we talk about how to solve it.</p> <p>SY2022 Baseline: 67% SY2023 Target: 70%</p> <p>Percent of families responding positively to the following cultural proficiency EES Family Survey items (weighted average):</p> <p>Bullying/harassment is not tolerated at this school</p> <p>SY2022 Baseline: 76% SY2023 Target: 81%</p>
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LSPI 90 Day Update

1. Social Emotional Activities

- **Counselor-led Sessions**
 - We have three counselors serving our student population
 - Counselor-led sessions have occurred at all grade levels.
 - At mid year we have conducted 166 classroom lessons, 430 individual sessions, and 49 group sessions.
- **School-Wide PBIS**
 - Hopkins has been named a 2021-2022 Distinguished PBIS School
 - We have hosted five monthly student recognition events.
 - Hopkins has had a total of 1, 296 students recognized for the Patriot of the Week awards.
 - Our behavior team has supported 376 numbers of lessons.
 - Students participate in morning meetings where they discuss topics shared through our counseling department.

2. Social Studies Enrichment Course

- This course began this academic year, 2022-2023.
- All students rotate once every 8 weeks to the class.

3. Communication

- The student council meets weekly, which consists of sixteen fifth grade students.
- The student council has been on a field trip to the Georgia State Capitol.

Data Update on Available Measures

*Survey data is currently being collected for students, staff, and families.

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<ul style="list-style-type: none"> ○ The Principal Advisory Committee meets with the principal monthly, which consists of twelve staff members. <p>4. Staff Well-being</p> <ul style="list-style-type: none"> ○ Hopkins Staff members are nominated monthly for Staff BEST awards from their peers. A _____ f members have been recognized. ○ Hopkins leadership teams participated in professional development to support recognition of staff members 		
LSPI 180 Day Update		Data Update on Available Measures
<p>Equity 2A: Multi-tiered system of supports (MTSS)</p>	<p>Based on prior year data, Hopkins Elementary will implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers.</p>	<ol style="list-style-type: none"> 1. Implement the Berkmar Cluster Professional Development for Instructional Conversations Initiative to support all language domains (Reading, Writing, Speaking, Listening). 2. Implement an Intervention and Enrichment block (Patriot Time). 3. Implement Collaborative Planning for teachers and
		<p>Percent of K-5 students who are universally screened in Math and ELA. SY2022 Baseline: 0% SY2023 Target: 95%</p> <p>Percent of students who are universally screened in wellbeing SY2022 Baseline: 0% SY2023 Target: 95%</p> <p>Percent of 3rd graders in historically underserved* groups below grade level on reading. (*Historically underserved groups: Free Meals SY2022 Baseline: 44% SY2023 Target: 39%</p> <p>Percent of all Milestones tests in which students scored at Beginning level, lowest performance level</p>

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		<p>support staff to analyze data and plan for differentiation.</p> <p>4. Implement an MTSS committee to support academic press and a supportive community that includes administrators, counselors, teachers, and support staff.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Baseline</th> <th style="width: 35%;">Target 2023</th> </tr> </thead> <tbody> <tr> <td>School Wide</td> <td>43%</td> <td>38%</td> </tr> <tr> <td>3rd LA</td> <td>54%</td> <td>49%</td> </tr> <tr> <td>3rd MA</td> <td>27%</td> <td>22%</td> </tr> <tr> <td>4th LA</td> <td>54%</td> <td>49%</td> </tr> <tr> <td>4th MA</td> <td>31%</td> <td>26%</td> </tr> <tr> <td>5th LA</td> <td>41%</td> <td>36%</td> </tr> <tr> <td>5th MA</td> <td>42%</td> <td>37%</td> </tr> <tr> <td>5th Sci</td> <td>50%</td> <td>45%</td> </tr> </tbody> </table> <p>English Learner progress towards English language proficiency SY2022 Baseline: 73% SY2023 Target: 78%</p> <p>Percent of staff responding positively to the following cultural proficiency EES Staff Survey items (weighted average):</p> <p>Struggling students receive early intervention and remediation to acquire skills</p> <p>SY2022 Baseline: 53%</p>		Baseline	Target 2023	School Wide	43%	38%	3rd LA	54%	49%	3rd MA	27%	22%	4th LA	54%	49%	4th MA	31%	26%	5th LA	41%	36%	5th MA	42%	37%	5th Sci	50%	45%
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		SY2023 Target: 58%
<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Berkmar Cluster Vertical Instructional Conversations Initiative <ul style="list-style-type: none"> ○ We have twenty-four teachers and leaders who are trained in Instructional Conversations. ○ Teachers meet to learn strategies to engage students in instructional conversations in the classroom to promote language use. ○ Teachers meet quarterly at different schools and collaborate to develop lessons to share with their teams. ● Patriot Time <ul style="list-style-type: none"> ○ Students in grades K-5 participate in Remediation/Enrichment time for 45 minutes each day. Students work in small groups with their teachers or support teachers to improve or extend their knowledge in reading and mathematics based on their iReady reading and mathematics results. ● Collaborative Planning <ul style="list-style-type: none"> ○ All teachers meet twice weekly to use student results from iReady and classroom/district assessments to make small group lesson plans to meet each student's needs. ● Multi-Tiered Systems of Support (MTSS) <ul style="list-style-type: none"> ○ Administrators, Counselors, Teachers, and Staff <ul style="list-style-type: none"> ■ Professional Development for administrators ■ Professional development for interventions (Tier II and Tier III) ■ Weekly meetings with administrators, counselors, teachers, and staff to review data to support MTSS plans. 	<p>Data Update on Available Measures</p> <p>Percent of K-5 students who are universally screened in Math and ELA.</p> <p>Reading Beginning of Year Screener SY2022 Baseline: 97% SY2023 Target: 95%</p> <p>Reading Mid Year Screener SY2022 Baseline: 97% SY2023 Target: 95%</p> <p>Mathematics Beginning of Year Screener SY2022 Baseline: 98 % SY2023 Target: 95%</p> <p>Mathematics Mid Year Screener SY2022 Baseline: 98% SY2023 Target: 95%</p> <p>Percent of students who are universally screened in wellbeing SY2022 Baseline: 99% SY2023 Target: 95%</p> <p>*Data for Georgia Milestones, ACCESS, and Surveys is TBD</p>	

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<ul style="list-style-type: none"> ■ Hopkins students in grades 3-5 took the wellness screener in the Fall. Counselors have used this information to make groups and develop lessons to support students. ■ The counseling department has developed the BEST-ies program to provide positive interactions at school where students have a staff member that helps give them encouragement weekly. 			
LSPI 180 Day Update			Data Update on Available Measures
Equity 2B: Opportunity and access	Based on prior year data, Hopkins Elementary will expand student opportunities to engage in and access high-quality, rigorous, culturally relevant curriculum, advanced coursework (e.g. Advanced Content), and enrichment activities (e.g., the	<ol style="list-style-type: none"> 1. Implement the Berkmar Cluster Professional Development for Instructional Conversations Initiative to support all language domains (Reading, Writing, Speaking, Listening). 2. Implement Collaborative Planning for teachers and support staff to analyze data and plan for differentiation. 	<p>Percent of students responding positively to the following student wellbeing EES Student Survey items (weighted average):</p> <p>I feel safe at this school.</p> <p>SY2022 Baseline: 44% SY2023 Target: 49%</p> <p>Percent of students responding positively to the following student wellbeing EES Student Survey items (weighted average):</p> <p>All students have access to rigorous courses and supports.</p> <p>SY2022 Baseline: 32% SY2023 Target: 37%</p>

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	<p>arts, gifted, STEM, career technical education).</p>	<p>3. Implement diverse courses for students including Advanced Content Mathematics, STEM, Computer Science, and Social Studies Enrichment.</p> <p>4. Support families to engage their children through the Family Center, Family Workshops, Early Learning, and Community Partnerships.</p>	<p>Percent of Gifted and Talented Representation</p> <p>SY2022 Baseline: 5% SY2023 Target: 7%</p> <p>Percent of families responding positively to the following student wellbeing EES Family Survey items (weighted average):</p> <p>My student is challenged with a rigorous course of study at this school.</p> <p>SY2022 Baseline: 72% SY2023 Target: 77%</p>
<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Berkmar Cluster Vertical Instructional Conversations Initiative <ul style="list-style-type: none"> ○ We have twenty-four teachers and leaders who are trained in Instructional Conversations. ○ Teachers meet to learn strategies to engage students in instructional conversations in the classroom to promote language use. ○ Teachers meet quarterly at different schools and collaborate to develop lessons to share with their teams. ● Collaborative Planning 		<p>Data Update on Available Measures</p> <p>Percent of Gifted and Talented Representation</p> <p>SY2022 Baseline: 5% SY2023 Current Progress: 4% SY2023 Target: 7%</p> <p>*Data for Surveys is TBD</p>	

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<ul style="list-style-type: none">○ All teachers meet twice weekly to use student results from iReady and classroom/district assessments to make small group lesson plans to meet each student's needs.● Diverse Courses<ul style="list-style-type: none">○ Courses provided to students include Advanced Content Mathematics for fourth and fifth grades, K-5 STEAM, K-5 Computer Science, and K -5 Social Studies Enrichment.○ There are thirty-three students enrolled in the Advanced Content Mathematics course for fourth and fifth.○ In STEAM, students had the opportunity to participate in the Local School and Gwinnett County Science & Engineering Fair○ Computer Science supported students reaching State Competition○ The Social Studies Enrichment course began this academic year, 2022-2023. All students rotate once every 8 weeks to the class.● Family Engagement<ul style="list-style-type: none">○ The following workshops and activities were provided to families: Bullying Workshop, Pastries with Parents, Family Fun Carnival, HalloRead & Math Munchies, Weekly Technology Classes, Weekly English Classes, Weekly Play 2 Learn, and Multicultural Night.○ The Hopkins Facebook Social Media Page has increased followers and communication to families. We have 356 community member followers.	
LSPI 180 Day Update	Data Update on Available Measures

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<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>Based on prior year data, Hopkins Elementary will redefine the inputs, behaviors, and outcomes that determine the standards for student success as measured by the Results-Based Evaluation System (RBES) to support school improvement and student growth.</p>	<ol style="list-style-type: none"> 1. Implement Collaborative Planning for teachers and support staff to analyze data and plan for differentiation. 2. Implement local differentiated professional development focused on Literacy, Mathematics, Science, Social Studies, Social Emotional Learning, Technology Integration and English Learners. 	<p>Percent of students improving on district benchmark assessments between 1st & 2nd semester.</p> <p style="background-color: yellow;">Data TBD</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">ELA</th> <th style="width: 15%;">DA Milestones 1st SEM</th> <th style="width: 15%;">DA Milestones 2nd SEM</th> <th style="width: 15%;">% of students improving DA Milestones</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td style="text-align: center;">46%</td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td style="text-align: center;">45%</td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td style="text-align: center;">44%</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Math</th> <th style="width: 15%;">DA Milestones 1st SEM</th> <th style="width: 15%;">DA Milestones 2nd SEM</th> <th style="width: 15%;">% of students improving DA Milestones</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td style="text-align: center;">49%</td> <td></td> <td></td> </tr> <tr> <td>4th</td> <td style="text-align: center;">45%</td> <td></td> <td></td> </tr> <tr> <td>5th</td> <td style="text-align: center;">44%</td> <td></td> <td></td> </tr> </tbody> </table>	ELA	DA Milestones 1 st SEM	DA Milestones 2 nd SEM	% of students improving DA Milestones	3rd	46%			4th	45%			5th	44%			Math	DA Milestones 1 st SEM	DA Milestones 2 nd SEM	% of students improving DA Milestones	3rd	49%			4th	45%			5th	44%		
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			<p>Percent of students responding positively to the following student wellbeing EES Staff Survey items (weighted average):</p> <p>I incorporate social emotional instruction into my daily instructional delivery</p> <p>SY2022 Baseline: 58% SY2023 Target: 63%</p> <p>Percent of 3rd graders in historically underserved* groups below grade level on reading. (*Historically underserved groups: Free Meals)</p> <p>SY2022 Baseline: 44% SY2023 Target: 39%</p> <p>Percent of all Milestones tests in which students scored at Beginning level, lowest performance level</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Baseline</th> <th style="width: 20%;">Target 2023</th> </tr> </thead> <tbody> <tr> <td>School Wide</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td>3rd LA</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">49%</td> </tr> <tr> <td>3rd MA</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">22%</td> </tr> <tr> <td>4th LA</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">49%</td> </tr> <tr> <td>4th MA</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">26%</td> </tr> </tbody> </table>		Baseline	Target 2023	School Wide	43%	38%	3rd LA	54%	49%	3rd MA	27%	22%	4th LA	54%	49%	4th MA	31%	26%
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<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Collaborative Planning <ul style="list-style-type: none"> ○ All teachers meet twice weekly to use student results from iReady and classroom/district assessments to make small group lesson plans to meet each student’s needs. ● Differentiated Professional Development <ul style="list-style-type: none"> ○ Teachers participate in monthly professional development to address the GCPS strategic priorities of Empathy, Equity, Effectiveness, and Excellence. Within these strategic priorities, training included: Literacy, Mathematics, Science, Social Studies, Social Emotional Learning, Technology Integration and English Learners. These monthly professional development sessions are facilitated by local master teachers and leaders from all grade levels and departments. 			<p>Data Update on Available Measures</p> <p>The DA Milestones scores have been entered for the first semester. These scores are averages.</p> <p>*Data for Georgia Milestones, ACCESS, and Surveys is TBD</p>	
<p>LSPI 180 Day Update</p>			<p>Data Update on Available Measures</p>	
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>Based on prior year data, Hopkins Elementary will prepare each and every student for postsecondary and workforce readiness so that they have multiple pathways to success based on their demonstrated knowledge, skills,</p>	<ol style="list-style-type: none"> 1. Implement an Intervention and Enrichment block (Patriot Time). 2. Implement the Berkmar Cluster Professional Development for Instructional Conversations Initiative to support all language domains (Reading, 	<p>Percent of 5th graders meeting reading status grade level expectations on Milestones</p> <p>SY2022 Baseline: 51% SY2023 Target: 56%</p> <p>Percent of students responding positively to the following student wellbeing EES Student Survey items (weighted average):</p> <p>All students have access to rigorous courses and supports.</p>	

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	<p>abilities, and interests.</p>	<p>Writing, Speaking, Listening).</p> <p>3. Implementing diverse student activities and clubs to engage each and every student.</p> <p>4. Implement a structured counseling program that supports college and career readiness through Career Day activities, special guests, and lessons.</p>	<p>SY2022 Baseline: 32% SY2023 Target: 37%</p> <p>Percent of students responding positively to the following student wellbeing EES Student Survey items (weighted average):</p> <p>In class we often work with other students to solve a problem/do a task.</p> <p>SY2022 Baseline: 36% SY2023 Target: 41%</p> <p>Percent of students scoring Proficient/Distinguished on the GMAS</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Baseline</th> <th style="width: 20%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>3rd LA</td> <td>16%</td> <td>21%</td> </tr> <tr> <td>3rd MA</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>4th LA</td> <td>15%</td> <td>20%</td> </tr> <tr> <td>4th MA</td> <td>34%</td> <td>39%</td> </tr> <tr> <td>5th LA</td> <td>24%</td> <td>29%</td> </tr> <tr> <td>5th MA</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>5th Sci</td> <td>25%</td> <td>30%</td> </tr> </tbody> </table>		Baseline	2023 Target	3rd LA	16%	21%	3rd MA	23%	28%	4th LA	15%	20%	4th MA	34%	39%	5th LA	24%	29%	5th MA	23%	28%	5th Sci	25%	30%
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- **Patriot Time**
 - Students in grades K-5 participate in Remediation/Enrichment time for 45 minutes each day. Students work in small groups with their teachers or support teachers to improve or extend their knowledge in reading and mathematics based on their iReady reading and mathematics results.
- **Berkmar Cluster Vertical Instructional Conversations Initiative**
 - We have twenty-four teachers who are trained in Instructional Conversations.
 - Teachers meet to learn strategies to engage students in instructional conversations in the classroom to promote language use.
 - Teachers meet quarterly at different schools and collaborate to develop lessons to share with their teams.
- **Diverse Student Activities**
 - Hopkins Elementary offers fifteen student clubs and activities K-5 that include: Robotics Clubs, Soccer, Coloring Club, Music Club, Girls Can Code, Girls on the Run, Science/Engineering Fair, Junior Beta Club, Fine Arts, Student Council, Safety Patrol, Reader's Rally, Mentoring Club, Math Club, and Cub Scouts Club.
- **Structured Counseling Program**
 - The Hopkins Counseling program integrates lessons for College and Career readiness and hosts Career Day in conjunction with STEAM Day.
 - The counseling program offers the BEST-ies program that supports student engagement and future college/career planning.

Data Update on Available Measures

*Data for Georgia Milestones and Surveys is TBD

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