

2022-2023 Local School Plan for Improvement (LSPI)

School: Head Elementary School Principal: Dr. Tonya Burnley

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	Head Elementary is committed to promoting student and staff well-being through prioritizing self-care, physical and mental health, and social emotional learning. We want all students and adults to feel healthy, safe, and	Head ES will celebrate with students and staff for various reasons throughout the year. Celebrations for students will include, but not be limited to, recognizing positive character traits, rewarding academic success, encouraging reading effort, and more.	We will utilize our EES survey results for both students and staff to measure success. <ul style="list-style-type: none"> • EES Student Questions - <ul style="list-style-type: none"> (1) I feel safe at this school Baseline: 91% “Sometimes or Almost Always True” Goal: 93% (2) I enjoy coming to this school Baseline: 87% “Sometimes or Almost Always True” Goal: 90%

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	<p>happy here at school.</p>	<p>The staff will continue to connect with students to ensure students feel they belong.</p> <p>For staff, leaders will lead with empathy and compassion providing support for the needs of all staff members.</p> <p>Staff members will implement SEL lessons for students. Students will continue to participate in character trait lessons through the color stable program.</p>	<p>(3) I am hopeful about my future Baseline: 97% “Sometimes or Almost Always True” Goal: 98%</p> <ul style="list-style-type: none"> ● Staff Support – Staff Survey ESS Staff Questions - <p>(1) When there is a problem in my school, we talk about how to solve it Baseline: 91% “Often or Almost Always True” Goal: 93%</p> <p>(2) My principal/administrator cares about me as a person Baseline: 96% “Often or Almost Always True” Goal: 97%</p> <p>(3) My principal facilitates systems/processes to support school improvement Baseline: 97% “Often or Almost Always True” Goal: maintain at least 97%</p> <p>(4) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) Baseline: 91% “Often or Almost Always True” Goal: 93%</p>
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<p>Goal 1B: LSPI 90 Day Action Step Update (narrative or bullets)</p> <ul style="list-style-type: none"> ● Head teachers and staff are celebrating student success. We reward students who reach reading goals through the Million Word Club. We use behavior tickets as a precursor to PBIS to reward positive behavior. Academic awards are given based on grades. ● Each staff member chose one student at the beginning of the year to build a special connection with. This student was chosen based on a specific “relationship protocol” the staff completed in August. Staff members and their respective student buddy meet multiple times per month for lunch, school day check-ins, reading, and more. This is a year-long program with the goal of have each of those students feel more connected to our school and the staff. ● The school administration team continues to discuss and demonstrate the need for compassion and kindness to all. ● SEL lessons are taught at minimum once per week through the Bronco Block, an intervention block designated, in part, for this purpose. SEL resources have been shared with staff. ● The Color Stable committee is a team of teachers who focus on character traits and school climate through our color family program. Weekly character traits are explicitly taught to students and shared with families. 			<p>Data Update on Available Measures</p> <p>ESS data is not available at this time. We are monitoring progress qualitatively through observations and conversations.</p>	
<p>Goal 1B: LSPI 180 Day Action Step Update (narrative or bullets)</p>			<p>Data Update</p>	
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Head ES will use a multi-tiered system of supports to</p>	<p>Using academic and non-academic universal screener results three</p>	<p>To measure growth, Head ES will strive to meet the following goals:</p>	

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	<p>address academic and non-academic student needs and remove barriers to success. All students will have access to programs and support based on each need.</p>	<p>times per year, staff will identify students' needs and provide remediation and enrichment opportunities. This academic and well-being support will impact student success.</p>	<ul style="list-style-type: none"> ● 98% student participation on academic and well-being screeners. ● Increase the percentage of students reading on or above grade level in third grade as measured by the Georgia Milestones. <p>Baseline: 88% Goal: 93%</p> <ul style="list-style-type: none"> ● Increase the percentage of students scoring in Proficient or Distinguished levels on the ELA Georgia Milestones in all grades. <p>3rd Grade Baseline: 69% Goal: 74%</p> <p>4th Grade Baseline: 62% Goal: 67%</p> <p>5th Grade Baseline: 57% Goal: 62%</p>
<p>Goal 2A: LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● The MTSS team, led by the MTSS Coordinator, the SST coordinator, and an AP and made up of the intervention teaching staff, have developed a system to identify and assign students to appropriate tiers and interventions based on academic screener data. This team meets monthly to review progress, adjust schedules, and update data sheets to ensure that students are always getting what is needed for growth. ● The counselor is using the well-being screener data to work with students with identified needs. 			<p>Data Update on Available Measures</p> <ul style="list-style-type: none"> ● For the mid-year iReady diagnostic, we met the goal with a 98% participation rate. ● GMAS will be taken in May with scores reported by end of year.

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Goal 2A: LSPI 180 Day Update		Date Update
<p>Equity 2B: Opportunity and access</p>	<p>Students at Head ES will have expanded opportunities to engage in high quality, rigorous, and culturally relevant curriculum, and enrichment activities.</p>	<p>In addition to the various clubs, classes, and activities already offered, Head ES is adding Play2Learn, Joyful Learning in kindergarten, and a science special for all students.</p> <p>Using a universal screener, ALL students in grades 1st-5th will be screened for gifted.</p> <p>Additional Early Intervention staff members have been added to implement more supports.</p> <p>Students will participate in SEL lessons and restorative practices.</p> <p>Access to technology has been given to all</p>
		<ul style="list-style-type: none"> ● We will monitor and track the number of students in the Gifted Program and continue to provide wide access to this opportunity. Baseline: 17.5% student population identified as gifted Goal: 20% ● We will use the EES student survey results related to this area. <ul style="list-style-type: none"> (1) All students are held to the same behavior rules and expectations. Baseline: 94% “Sometimes or Almost Always True” Goal: 96% (2) Work I do in this school is useful to me. Baseline: 89% “Sometimes or Almost Always True” Goal: 91% (3) My teacher expects all children to succeed, no matter who they are. Baseline: 99% “Sometimes or Almost Always True” Goal: Maintain

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		students through the 1:1 chromebook program.	
Goal 2B: LSPI 90 Day Update <ul style="list-style-type: none">● Play2Learn classes started in September becoming so full that we split the class in to two. Currently, two classes are being offered each week. A certified staff member is dedicated solely to Play2Learn.● Kindergarten teachers are utilizing strategies from Joyful Learning during the Bronco Block each day. This allows students to learn social skills and academic concepts through play.● A science specials class is offered this year to all students. The teacher has a Ph.D. in biology and uses her lab experience to create hands-on experiences with the AKS for each grade level.● Gifted identification has started earlier in the year and has been expanded to include kindergarten and first graders.● Next year's expectation is for teachers in grades first-fifth to obtain gifted certification if they do not already have it so that all students can have access to a gifted teacher throughout the entire day. This expectation has been shared and teachers are registered for the endorsement program.● Adding a full-time staff member to the intervention team has allowed us to serve students in tier 2 and 3 that we would not have been able to serve prior.● SEL lessons occur in classrooms at least once weekly during the Bronco Block intervention time.● The team who will be trained in restorative practices has registered for training in March of 2023.● All students have a chromebook they access at school. Students who request it are allowed to take the chromebook home daily.		Data Update on Available Measures <ul style="list-style-type: none">● As of 2/1/23, we have already exceeded our goal of increasing the number of gifted students identified. Our goal was 20%. Our current percentage is 21%. This is 4.5 percentage points higher than our baseline of 17.5%.● ESS data is not available at this time. We are monitoring progress qualitatively through observations and conversations.	

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Goal 2B: LSPI 180 Day Update			Data Update
<p>Effectiveness 3B: Talent management</p>	<p>Teacher and staff effectiveness is critical to the success of a school. Head ES will support educators so that they can achieve district goals.</p>	<p>Head ES provides a robust new teacher program to onboard new staff.</p> <p>Training is provided to all staff that focuses on differentiation to create higher levels of active engagement and mastery of the AKS.</p> <p>Adult SEL practices will be used this year to ensure teachers experience a positive work environment.</p>	<ul style="list-style-type: none"> ● To measure our progress, we will monitor the EES staff survey results. <ol style="list-style-type: none"> (1) In our school we expect all staff to perform responsibilities with a high level of excellence. Baseline: 98% “Often or Almost Always True” Goal: maintain (2) My professional learning community work results in improved student learning. Baseline: 91% “Often or Almost Always True” Goal: 92% (3) Our staff shares new ideas and strategies with one another. Baseline: 91% “Often or Almost Always True” Goal: 92% (4) Our teachers engage in professional development activities to learn and apply new skills and strategies. Baseline: 79% “Often or Almost Always True” Goal: 85% (5) We are provided training to meet the needs of a diverse student population in our school.

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			Baseline: 70% “Often or Almost Always True” Goal: 85%
Goal 3B: LSPI 90 Day Update <ul style="list-style-type: none"> For the first time this year, we have two classroom teachers leading the New Teacher program. The program has grown in both scope and quality. New teachers meet monthly on “just-in-time” topics and also work with assigned mentors weekly. Professional learning is occurring at high levels: Orton-Gillingham, EL literacy, iReady, common formative assessments, and multi-sensory Savannah Dyslexia Adult SEL is practiced through monthly surprises for staff members, fellowship off campus, fun theme days, and the practice of daily kindness in all interactions. 			Data Update on Available Measures ESS data is not available at this time. We are monitoring progress qualitatively through observations and conversations.
Goal 3B: LSPI 180 Day Update			Data Update
Excellence 4C: World-class communications and engagement	Head ES will provide multiple avenues for two-way communication to keep our community informed and to receive input from all stakeholders.	Head ES teachers will continue to send newsletters to parents with important information and dates. Head ES will continue to use multiple parent and community groups such as PTA and School Council to build	<ul style="list-style-type: none"> Our success will be measured by the Family EES Survey results. (1) Communication/materials I receive from the school are in a language I can understand. Baseline: 98% “Often or Almost Always True” Goal: Maintain (2) I feel welcome at this school. Baseline: 91% “Often or Almost Always True” Goal: 93%

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<p>Goal 4C: LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Parent newsletters are sent weekly by both the teachers and the principal. Multiple avenues are used to send newsletters: email, DoJo, website, and social media. ● A monthly activities calendar sheet was added to all the above plus a hard copy is sent home each month in Friday Folders. ● PTA and School Council continue to be active groups within the building. ● Parent involvement activities has increased: added an International Night where parents supplied all food and entertainment, Play2Learn brings parents and grandparents in the building weekly, and we added a second family dance to the spring calendar. We also added two community events- one at the local coffee shop and one at the local pizza parlor. 		<p>Data Update on Available Measures</p> <p>ESS data is not available at this time. We are monitoring progress qualitatively through observations and conversations.</p>	
<p>Goal 4C: LSPI 180 Day Update</p>		<p>Data Update</p>	