

2022-2023 Local School Plan for Improvement (LSPI)

School: Taylor Elementary School **Principal:** Paula Cobb

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.



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Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Empathy 1A: Cultural competence	<p>We believe that a strong sense of belonging and strong relationships between students and staff will increase student achievement.</p>	<ul style="list-style-type: none"> ● Provide teachers with professional development to increase cultural understanding areas of growth to further improve instruction and increase staff and student commitment. Including cultural awareness. ● Promote cultural celebration and awareness through shared experiences such as; Student/Staff Spotlight on Morning News, Classroom maps to represent birth countries of students in each class, and International Night Celebration ● Provide Post-Covid opportunities to re-engage families: Lunch with a Loved one, Coffee with Mrs. Cobb, Field Day Events, Field Day, Class Celebrations, etc. ● Teachers will engage students with dailey SEL lessons, an SEL Special will be added to promote effective social skills, and add an additional counselor to facilitate small group lessons based on student needs. 	<p><u>Cultural Proficiency EES Baseline - Staff Survey</u></p> <p>We are provided training to meet the needs of the diverse population of our school. Baseline 85% Target: 85.6%</p> <p><i>Student Survey</i></p> <p>I am comfortable interacting with people from different backgrounds. Baseline 64% Target: 67.6%</p> <p>My parents/family feel welcome to visit this school. Baseline:62% Target: 65.8%</p> <p>In my school, I feel that I belong to a group of friends Baseline:58% Target: 62.2%</p>

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		<ul style="list-style-type: none"> Additional adults hired to support student engagement as well as academics (bilingual staff members, additional counselor, and teachers) 	<p>There's at least one adult in this school I can talk to if I have a problem Baseline: 74% Target: 74.6%</p>
LSPI 90-Day Update			Data Update on Available Measures
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Multiple learning opportunities should be provided for students so that they are successful, academically and emotionally.</p>	<ul style="list-style-type: none"> Conduct comprehensive data review using Universal Screeners. These screeners are used to help teachers identify students' strengths and weaknesses to support their strengths and needs. Including additional support and enrichment. Implement behavior intervention framework with a roll out of school-wide PBIS Continue to provide opportunities for teacher to participate in shared feedback including decision making Teachers will be trained to improve how they used small group instruction strategies to support each learner focused on interventions and enrichment 	<p><u>Multi-tiered Systems of Supports</u></p> <p>MTSS Screening (Academic: Percent of students who are universally screen in Math and ELA)</p> <p>MTSS Screening (Wellbeing) Percent of students who are universally screen in wellbeing</p> <p><i>Staff Survey</i> Taylor Elementary has effective equity practices for all Baseline= 91% Target= 91.9%</p> <p><i>Student Survey</i> My teachers find other ways for for me to learn things I find difficult Baseline 54% Target: 58.6%</p>

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		<ul style="list-style-type: none"> Implement a school-wide positive behavior intervention system that teaches students expected behaviors and consequences 	<p>All students are held to the same behaviors, rules, and expectations. Baseline: 47% Target: 52.3%</p> <p><i>Family Survey</i> Actions of school leaders promote a shared commitment for equity Baseline=87% Target=88.3%</p> <p>PBIS Baseline Emerging Target: Operational</p>
LSPI 90-Day Update			Data Update on Available Measures
Equity 2B: Opportunity and access	<p>Opportunities should be provided to students to engage in high quality and relevant coursework - including gifted, STEM, thinking skills, and performance arts</p>	<ul style="list-style-type: none"> Provide training for teachers so they can provide student support based on student needs Collaborative Learning Teams focus on differentiated tasks to address the necessity of enrichment opportunities within the classroom 	<p><u>Opportunity and Access</u></p> <p><i>Staff Survey</i> Instruction is personalized to meet the needs of each and every student. Baseline: 80% Target:82%</p> <p><i>Family Survey</i> My child is challenged with a rigorous curriculum at Taylor Elementary</p>

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		<ul style="list-style-type: none"> ● Teachers will be trained on variety of instructional strategies to meet the needs of each student and their gifts and talents ● Teachers will provide additional opportunities for students to reach mastery ● Teachers will offer STEM Fridays, enrichment, and thinking skills for all students. Additionally, Fall and Spring clubs will be offered to provide extended learning opportunities ● The district will provide Saturday School as an intervention ● Quarterly, school council meets with community members to provide opportunities to give feedback 	<p>Baseline= 73% Target: 75.7%</p>	<p>Teachers accommodate my student's individual needs by adjusting instruction Baseline= 76% Target: 78.4%</p> <p><i>Student Survey</i> My teachers find other ways for me to learn things if I find it difficult Baseline= 54% Target: 58.6%</p> <p>My teachers provide activities and lessons that challenge me to learn Baseline= 57% Target: 61.3%</p> <p>With important decisions we seek input from parents and community Baseline= 83% Target: 84.7%</p>
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		<ul style="list-style-type: none"> Principal Cobb will also provide input sessions via “meet and greet” sessions 	
LSPI 90-Day Update			Data Update on Available Measures
Effectiveness 3A: Results-Based Evaluation System	Taylor Elementary will provide a continuous improvement cycle to meet the needs of all learners	<ul style="list-style-type: none"> Provide professional development to build teacher capacity for teacher leadership and rigorous instruction as outlined in the <i>BluePrint for Success 2025</i> (EL, OG, Numbertalks, Data interpretation, gifted identification) Implementation on PBIS, Orton Gillingham to build foundational skills in reading, and Common Formative Assessments Implementation of Multi Tiered Systems of Support for all students using Universal Screeners to support student learning 	<u><i>Results-Based Evaluation System</i></u> <i>Staff Survey</i> There is a consistent vision of school improvement throughout this district Baseline=96% Target 96.4% <i>Staff Survey:</i> This district facilitates systems and programs to support school improvement Baseline= 94% Target 94.6% <i>Staff Survey:</i> District administrator demonstrate commitment to improved student learning (Baseline=91%) Target:91.9%
LSPI 90-Day Update			Data Update on Available Measures

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<p>Excellence 4A: Preferred education destination</p> <p>What would make our school a preferred destination school?</p>	<p>Taylor Elementary wants to be the first choice of students and families for excellent schools, and the employer of choices for staff to fulfill their career goal.</p>	<ul style="list-style-type: none"> ● Counselors and administrators will use ESS data and universal screeners to help students set meaningful and relevant goals during counseling sessions ● Teachers will ensure that work is purposeful and connects to real life ● Administration will seek input from students about the things they need to be successful and create college and career portfolios 	<p><u>Preferred education destination</u></p> <p><i>Student Survey:</i> Adults in this school help me plan and set goals for my future Baseline: 43% Target: 48.7%</p> <p><i>Student Survey:</i> Work I do in this school is useful and interesting to me Baseline: 34% Target: 40.6%</p> <p><i>Student Survey:</i> This school is doing a good job of preparing me to succeed in my life Baseline: 66% Target: 69.4%</p> <p><i>Staff Survey:</i> My principal/administrator cares about me as a person. Baseline: 92% Target: 92.8%</p>
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