

2022-2023 Level Creek ES Local School Plan for Improvement (LSPI)

School: Level Creek ES Principal: Daniel Skelton

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 | Rationale | Action Steps (Implementation design) | How will you measure growth? (KPI) |
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| Empathy 1B: Staff and student wellbeing | LCES will promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning. | <p>LCES School Wellness</p> <ul style="list-style-type: none"> LCES will continue to support, improve, and expand our wellness program for students and staff. We will offer school events, both during and after the school day around self-care, inclusion and connecting, physical and mental health, and social emotional wellbeing. We will continue to integrate wellness into the school. <p>LCES Student Wellness</p> <ul style="list-style-type: none"> LCES students will engage in lessons in the areas such leadership, social and emotional learning to increase students' sense of belonging. | <p>Percent of staff responding positively to the following EES Staff Survey items (weighted average):</p> <ul style="list-style-type: none"> <i>I receive training on instruction to support Social Emotional Learning</i> <ul style="list-style-type: none"> Baseline: 56% Goal: 70% <p>Percent of students responding positively to the following EES Student Survey items (weighted average):</p> <ul style="list-style-type: none"> <i>I enjoy coming to this school</i> <ul style="list-style-type: none"> Baseline: 54% positive Goal: 70% |

LSPI 90-Day Update

- Mid-year student Educational Excellence Survey data shows 58% Positive, 37% Neutral, and 6% Negative on the mid-year survey.
- This year, Level Creek has created a Social Emotional Learning (SEL) Team. The SEL team have created and organized numerous SEL lessons and resources for teachers to use. This team meets monthly to determine next steps for SEL at Level Creek.

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- Next year, our main schedule includes a 10-minute morning meeting. Currently, the SEL team is planning school-wide SEL lessons. Each lesson topic (taking turns, being patience, disagreeing with others, etc.) will be taught for one week and communicated to parents if they choose to follow up at home. Teachers will have the autonomy to select a different topic for the week if they deem it necessary for their classroom.
- Our Leadership special continues to highlight social emotional learning and student growth.

LSPI 180-Day Update

| Strategic Priorities & Goals | Rationale | Action Steps (Implementation design) | How will you measure growth? (KPI) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Equity 2A: Multi-tiered system of supports | LCES 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 to success. | <p>Intervention Time</p> <ul style="list-style-type: none"> • LCES will create a daily, scheduled 30-minute block will support enrichment and acceleration for each and every student. Three times a year, the iReady Screener for Reading and Math will be used to provide tiered intervention supports for each and every student <p>Positive Behavior Intervention & Support (PBIS)</p> <ul style="list-style-type: none"> • LCES will implement the PBIS program to recognize and celebrate positive leadership behaviors of LCES students <p>Universal Screener</p> <ul style="list-style-type: none"> • LCES will use the iReady diagnostic tool to identify levels of enrichment and acceleration for each and every student. | <p>Increase the % of students scoring in the Distinguished level as measured by the GA Milestones assessment.</p> <p>Decrease the % of students scoring in the Beginning level as measured by the GA Milestones assessment.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>22 % Beg. Base.</th> <th>23 % Beg. Goal</th> <th>22 % Dist. Base.</th> <th>23 % Dist. Goal</th> </tr> </thead> <tbody> <tr> <td>3 ELA</td> <td>7</td> <td>5</td> <td>45</td> <td>50</td> </tr> <tr> <td>3 MA</td> <td>1</td> <td>1</td> <td>44</td> <td>50</td> </tr> <tr> <td>4 ELA</td> <td>6</td> <td>5</td> <td>42</td> <td>50</td> </tr> <tr> <td>4 MA</td> <td>4</td> <td>3</td> <td>54</td> <td>55</td> </tr> <tr> <td>5 ELA</td> <td>4</td> <td>3</td> <td>36</td> <td>40</td> </tr> <tr> <td>5 MA</td> <td>5</td> <td>4</td> <td>53</td> <td>55</td> </tr> </tbody> </table> <p>Positive Behavior Intervention and Support (PBIS)</p> | | 22 % Beg. Base. | 23 % Beg. Goal | 22 % Dist. Base. | 23 % Dist. Goal | 3 ELA | 7 | 5 | 45 | 50 | 3 MA | 1 | 1 | 44 | 50 | 4 ELA | 6 | 5 | 42 | 50 | 4 MA | 4 | 3 | 54 | 55 | 5 ELA | 4 | 3 | 36 | 40 | 5 MA | 5 | 4 | 53 | 55 |
| | 22 % Beg. Base. | 23 % Beg. Goal | 22 % Dist. Base. | 23 % Dist. Goal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4 ELA | 6 | 5 | 42 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5 ELA | 4 | 3 | 36 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | LCES will be recognized as an Installing PBIS school for the 22-23 school year. |
| LSPI 90-Day Update <ul style="list-style-type: none"> ● This year, Level Creek added 2 additional Early Intervention Teachers (EIP) for a total of 3 EIP teachers. In addition to our English Learner (EL) teacher, and Positive Behavior Intervention & Support (PBIS) Coach, our Multi-Tiered System of Supports (MTSS) is more robust than ever. ● All academic teachers are trained on high-quality instruction focused on the upper and lower sections of Scarborough's Reading Rope for Literacy. In addition to participating in the Orton-Gillingham Subscriber course, all special education and K-2 teachers recently completed the Multisensory Instruction course focused on structured literacy/science of reading. All IRR teachers have completed training on the SPIRE reading program. All teachers in grades K-3 are participating in the Structured Literacy EL pilot for Language Arts. ● We have created our 2023-24 schedule to include a 45-minute intervention time. ● Since we have not taken 2022-23 Milestones, the data is not yet available. | | | |
| LSPI 180-Day Update | | | |

| Strategic Priorities & Goals | Rationale | Action Steps (Implementation design) | How will you measure growth? (KPI) |
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| Equity 2B: Opportunity and access | LCES will expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework, and enrichment activities. | Gifted & Talented <ul style="list-style-type: none"> ● LCES will work towards increasing the % of teachers who are gifted certified. This will provide teachers with strategies to accelerate and enrich learning for all students. Dual Language Immersion in Spanish <ul style="list-style-type: none"> ● LCES will continue Dual Language Immersion within a cohort of 2 classes per grade level K-4. Play2Learn <ul style="list-style-type: none"> ● LCES will add the Play2Learn program for children birth-to-5 for 90 minutes | Increase the percentage of students in the Gifted and Talented Program <ul style="list-style-type: none"> ● Baseline: 26% ● Goal: 28% |

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| | | <p>each week to build foundational school skills.</p> <p>Accelerated Math</p> <ul style="list-style-type: none"> ● LCES will provide Accelerated Math for non DLI students in grades 2-5. <p>Language Arts Pilot</p> <ul style="list-style-type: none"> ● LCES will begin work in the Science of Reading through the Expeditionary Learning Language Arts Pilot (K-3). | |
| <p>LSPI 90-Day Update</p> <ul style="list-style-type: none"> ● Gifted education and enrichment are important at Level Creek. We have the second highest number of gifted students (ES) in the county and 73 additional students are currently being tested for our gifted program, FOCUS. In addition to the 5 gifted teachers employed at Level Creek, 38 of our 40 1st-5th grade teachers are gifted certified. While not required, we want our teacher to have the training to enrich all of our students. The two non-certified gifted teachers have plans to gain their certification next year. ● Eleven families are participating in Level Creek’s new Play-2-Learn program. This program is a one-hour-a-week time for Level Creek families of children from birth-5 years old to come in and learn play strategies that improve a child’s learning. While not a substitute for a robust pre-kindergarten program, it is an opportunity for future LCES families to bring their young ones into our community’s school. ● All teachers in grades K-3 are participating in the Structured Literacy EL pilot for Language Arts. ● Dual Language Immersion (DLI) students in 4th grade scored excellently on the Annual Assessment of Performance toward Proficiency in Language (AAPPL) assessment of Spanish proficiency. This is the first Spanish-language test our DLI students have taken to measure their Spanish Language acquisition that is normed on a national level. | | | |
| <p>LSPI 180-Day Update</p> | | | |

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| Effectiveness 3B: Talent management | LCES will transform human resources function into a strategic talent management organization that supports educators and staff to achieve district goals. | <p>New Teacher Retention</p> <ul style="list-style-type: none"> LCES new teachers will be paired with experienced mentors and will meet monthly for focused new teacher mentoring. These meetings focus on timely staff development and resource alignment toward teachers’ needs. We will encourage mentors to participate in Mentor Gwinnett. <p>Collaborative Learning Teams</p> <ul style="list-style-type: none"> LCES teachers will be provided the opportunity to observe and engage with best practices from their colleagues through CLT planning. | <p>Retention rate of certified staff with 0-5 years of experience.</p> <ul style="list-style-type: none"> Baseline: 5/6 (83% retention) Goal: 90% retention in a population over 10, 80% retention in a population between 5 and 10 <p>Percent of staff responding positively to the following EES Staff Survey items (weighted average):</p> <ul style="list-style-type: none"> <i>Peer observations/coaching and feedback is a tool we use to improve instruction.</i> <ul style="list-style-type: none"> Baseline: 56% Goal: 70% |
| <p>LSPI 90-Day Update</p> <ul style="list-style-type: none"> Level Creek teachers work in Collaborative Learning Teams which meet multiple times each week to plan engaging instruction. Teachers and staff have participated in professional learning which is aligned to our school’s Local Plan for Improvement (LSPI). Staff development is tremendously important. Our teachers desire to and must learn new strategies for improving student achievement. Teacher retention is highly important for the continued success of the Level Creek community. This year, we have four staff members who are advancing their instructional roles. Two teachers will become Assistant Principals next year. One teacher will become a Media Specialist next year. One teacher will become an Instructional Coach next year. We also have one teacher transferring next year to the Middle School level. Lastly, we have have one staff member leaving for family reasons and three staff members retiring. While we lost our Instructional Coach this year (promoted to the county office), we have continued peer observations. Specifically, our DLI teachers have been able to observe vertically. We have had vertical observations of our instruction from many interested parties at the county level as well. | | | |
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| <p>Excellence 4C: World-class communications and engagement</p> | <p>LCES will demonstrate world-class communication and engagement by emphasizing transparent, two-way communication to build stakeholder trust and confidence.</p> | <p>Parent Engagement</p> <ul style="list-style-type: none"> ● LCES will focus on strengthening communication and engagement through weekly communications (eBlast & in-class). These communications will focus on the vision of our school where each and every family has the opportunity to Lead, Connect, Excel, & Serve. ● LCES school/community partnerships will be strengthened through an active PTA and school council. | <p>Percent of families that complete the EES Parent Survey.</p> <ul style="list-style-type: none"> ● Baseline: 220 Responses ● Goal: 270 Responses <p>Percent of families responding positively to the following family satisfaction EES Family Survey items (weighted average).</p> <ul style="list-style-type: none"> ● <i>I feel welcome at this school</i> <ul style="list-style-type: none"> ○ Baseline: 89% ○ Goal: 92% |
| <p>LSPI 90-Day Update</p> <ul style="list-style-type: none"> ● Communicaiton and engagement continue to be a tremendously important for our students, teachers, and community. Weekly communications in the form of the At a Glance (teachers) and eBLAST (parents) have continued without without fail. We have added portions to our communication for SEL and counseling. ● We have a number of family engagement events set to go. Examples of these include PTA events such as Bingo Nights, Heritage Night, Spring Carnival, the Kindergarten Performance, Field Day, All Pro Dads, and many, many more. The strength of our community and their involvement in our school cannot be understated. ● We have begun using Instagram for our community. | | | |
| <p>LSPI 180-Day Update</p> | | | |