

2022-2023 Local School Plan for Improvement (LSPI)

School: J.W. Benefield Elementary School

Principal: Shonda Stevens

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	At Benefield, we desire for each and every student and their families to feel a sense of belonging. Benefield Elementary School is committed to ensuring that all students and staff maintain a work/school life	<ol style="list-style-type: none"> 1. Wellness opportunities will be created where teachers can find time and ways to relax and unwind. Numerous opportunities for appreciation will be provided on a monthly basis for all Benefield staff members. 2. SEL lessons will be taught to ensure 	<ol style="list-style-type: none"> 1. The percent of students responding positively to the following EES survey item(s) will increase by 3-5%. <ul style="list-style-type: none"> ● I am good at figuring out the best solution to problems I'm facing. (Baseline: 36%; Target: 41%) ● I can calm myself down when I am excited or upset. (Baseline: 46%; Target: 51%) ● I enjoy coming to this school. (Baseline: 41%; Target: 46%)

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	<p>balance. At Benefield we encourage everyone to work hard but take time to relax and rejuvenate.</p>	<p>students have the social and emotional support they need. An SEL segment/time has been included within the daily master schedule.</p> <ol style="list-style-type: none">3. Weekly recognition and appreciation of students for grades and behavior will be provided: Student of the Week, grade level appreciations, and PBIS.4. Consultants will be hired to support families, students, and staff with social emotional learning (SEL).5. Students who have chronic absenteeism will be monitored by counselors and rewarded for consistent attendance. Recognition of classes with improved student attendance. <p>improvement.</p>	<ol style="list-style-type: none">2. The percent of staff members responding positively to the following EES survey item(s) will increase by 3-5%.<ul style="list-style-type: none">● There is a willingness to address conflict in this school. (Baseline: 59%; Target: 64%)● Staff at all levels are treated fairly here. (Baseline: 72%; Target: 75%)● I received training to support social emotional learning. (Baseline: 65%; Target: 70%)
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		<ol style="list-style-type: none"> 6. Professional development sessions that address cultural competence, restorative practices, and SEL for students, staff, and parents. 7. Access to enriching culturally responsive classroom libraries that allow students to see themselves in literature, while offering a window into other cultures. 							
<p>Equity 2A: Multi-tiered system of supports</p>	<p>To ensure we are leading with excellence and considering each and every student. J.W. Benefield Elementary School will continuously work to create an environment where all students are learning at high levels and</p>	<ol style="list-style-type: none"> 1. Create and formalize the Response to Intervention (RTI) process at Benefield to align with district high-quality instructional resources. 2. Conduct MTSS data meetings to support each and every student's needs at Benefield. 3. Provide additional Extended Learning Time (ELT) for students not 	<p>1. Decrease the number of students that are 2 or more grade levels below as measured by iReady Universal Screener.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">ELA</th> <th style="width: 35%;">Math</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">(2-3 grade levels below)</td> <td>1st- 32 2nd- 51 3rd- 30 4th- 45 5th- 35</td> <td>1st- 36 2nd- 41 3rd- 15 4th- 36 5th- 37</td> </tr> </tbody> </table>		ELA	Math	(2-3 grade levels below)	1st- 32 2nd- 51 3rd- 30 4th- 45 5th- 35	1st- 36 2nd- 41 3rd- 15 4th- 36 5th- 37
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	<p>understanding how to conduct themselves in a civil society. We will support all students in the areas of academic press and supportive community through school wide programs that will ensure students are engaged in academic and social emotional growth.</p>	<p>meeting proficiency in English Language Arts & Mathematics.</p> <ol style="list-style-type: none">4. Hire an MTSS (Multi-tiered system of supports) Coordinator and an additional counselor to support at-risk students and their families at Benefield.5. Increase the number for English of Students of Other Languages (ESOL) and gifted trained and certified teachers.6. Provide parent workshops, English Classes, and opportunities for parents to collaborate with teachers and each other to create a supportive community and increase academic achievement.7. Consultants will be hired to support teachers with providing multiple levels of support to students.	<ol style="list-style-type: none">2. Increase Gifted/Talented Representation: Gifted/Talented Program<ul style="list-style-type: none">o Baseline: 6%o 2023 Target: 10%
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<p>Equity 2B: Opportunity and access</p>	<p>As a school, we will work to ensure each and every student has access to high quality instructional practices where lessons are rigorous and culturally relevant.</p>	<ol style="list-style-type: none"> 1. Provide high quality instruction using resources from the county. 2. Provide collaborative spaces for students to engage in SEL practices based on areas of need from the EES survey. 3. Students will have ongoing access to enrichment activities and other extracurricular activities to enhance their performance academically, socially, and emotionally. 4. Provide access to instruction that integrates technology through STEM and computer science in support of college and career readiness. 	<ol style="list-style-type: none"> 1. The percent of students responding positively to the following EES survey item(s) will increase by 3-5%. <ul style="list-style-type: none"> ● In this school, there is at least one adult who knows and cares about me (Baseline – 69%; Target- 74%) ● I feel safe at this school (Baseline- 49%; Target-54%) 2. Increase Gifted/Talented Representation: Increase %of students in the Gifted/Talented Program <ul style="list-style-type: none"> ○ Baseline: 6% ○ 2023 Target: 10% 3. The percent of families responding positively to the following EES survey item(s) will increase by 3-5%. <ul style="list-style-type: none"> ● Teachers accommodate my student’s individual needs by adjusting instruction. (Baseline- 89%; Target- 92%) 			
<p>Effectiveness 3A: Results-Based Evaluation System -</p>	<p>As a school, we will work to ensure each and every student is provided appropriate instructional materials and resources to</p>	<ol style="list-style-type: none"> 1. Collaborative Planning sessions – three times weekly for 40 minutes to ensure effectiveness and alignment in planning. 	<ol style="list-style-type: none"> 1. The percent of students scoring at the proficient & distinguished level on the Reading GMAS will increase by 3-5%. <p>Grade 3 Reading GMAS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Student Group</td> <td style="width: 33%;">Baseline</td> <td style="width: 33%;">Target</td> </tr> </table>	Student Group	Baseline	Target
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<p>increase academic achievement</p>	<ol style="list-style-type: none"> 2. Coaching cycles (county & local) to provide just-in-time learning sessions for new teachers – 2nd year teachers to Benefield ES. 3. Purposeful, planned walkthroughs with the leadership team and instructional support/team coaches. 4. Observation and Walkthrough debrief meetings with teachers and the leadership team to ensure teacher feedback is received and supported. 5. Quarterly Data Discussions following common unit assessments and Mid-Year Benchmark Assessments that focus on small group mastery of instructional standards. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">African Americans</td> <td style="width: 20%;">25%</td> <td style="width: 50%;"></td> </tr> <tr> <td>Hispanic</td> <td>19%</td> <td></td> </tr> <tr> <td>EL</td> <td>15%</td> <td></td> </tr> <tr> <td>Free Meals</td> <td>15%</td> <td></td> </tr> <tr> <td>SWD</td> <td>11%</td> <td></td> </tr> </table> <p>Grade 4 Reading GMAS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 20%;">Baseline</th> <th style="width: 50%;">Target</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>26%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>22%</td> <td></td> </tr> <tr> <td>EL</td> <td>21%</td> <td></td> </tr> <tr> <td>Free Meals</td> <td>27%</td> <td></td> </tr> <tr> <td>SWD</td> <td>14%</td> <td></td> </tr> </tbody> </table> <p>Grade 5 Reading GMAS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 20%;">Baseline</th> <th style="width: 50%;">Target</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>47%</td> <td></td> </tr> </tbody> </table>	African Americans	25%		Hispanic	19%		EL	15%		Free Meals	15%		SWD	11%		Student Group	Baseline	Target	African Americans	26%		Hispanic	22%		EL	21%		Free Meals	27%		SWD	14%		Student Group	Baseline	Target	African Americans	47%	
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		<p>6. Professional Development for teachers in core academic areas. Followed by peer observations or Admire and Acquire sessions.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Hispanic</td> <td style="width: 30%;">27%</td> <td style="width: 40%;"></td> </tr> <tr> <td>EL</td> <td>27%</td> <td></td> </tr> <tr> <td>Free Meals</td> <td>30%</td> <td></td> </tr> <tr> <td>SWD</td> <td>5%</td> <td></td> </tr> </table> <p style="text-align: center;">2. The percent of students scoring at the proficient & distinguished level on the Math GMAS will increase by 3-5%.</p> <p>Grade 3 Math GMAS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 30%;">Baseline</th> <th style="width: 40%;">Target</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>36%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>34%</td> <td></td> </tr> <tr> <td>EL</td> <td>36%</td> <td></td> </tr> <tr> <td>Free Meals</td> <td>35%</td> <td></td> </tr> <tr> <td>SWD</td> <td>56%</td> <td></td> </tr> </tbody> </table> <p>Grade 4 Math GMAS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 30%;">Baseline</th> <th style="width: 40%;">Target</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Hispanic	27%		EL	27%		Free Meals	30%		SWD	5%		Student Group	Baseline	Target	African Americans	36%		Hispanic	34%		EL	36%		Free Meals	35%		SWD	56%		Student Group	Baseline	Target			
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			<ul style="list-style-type: none"> ● Peer observation/coaching and feedback is a tool we use to improve instruction. (Baseline: 60%; Target: 65%) ● Support from my principal/AP leads to progress on instructional improvement or professional growth. (Baseline: 64%; Target: 69%) 												
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>As a school, we will provide opportunities for students to explore post graduation pathways.</p>	<ol style="list-style-type: none"> 1. Establish Titans Matter Network where we ensure each student has a relationship with 1-2 caring adults in the building. 2. Offer National Elementary Honor Society, Peer Leaders, and FLL Robotics, and Career Days to open pathways to various post-secondary and workforce options. 3. Offer opportunities for interest-based clubs and enrichment sessions. 4. Provide ongoing informational sessions and workshops to 	<ol style="list-style-type: none"> 1. The percent of students responding positively to the following EES survey item(s) will increase by 3-5%. <ul style="list-style-type: none"> ● Adults in this school help me plan and set goals for my future. (Baseline: 53%; Target: 58%) ● In this school, there is at least one adult who knows and cares about me (Baseline – 69%; Target- 74%) ● The number of students who select community college, 4-year college, vocational school and/or the military as a post-secondary pathway will increase by 3-5%. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 20%;">Baseline</th> <th style="width: 30%;">Target</th> </tr> </thead> <tbody> <tr> <td>Community College</td> <td>36</td> <td>39-41</td> </tr> <tr> <td>4-year college</td> <td>134</td> <td>137-139</td> </tr> <tr> <td>Vocation School</td> <td>12</td> <td>15-17</td> </tr> </tbody> </table>		Baseline	Target	Community College	36	39-41	4-year college	134	137-139	Vocation School	12	15-17
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		<p>increase parental capacity.</p> <p>5. Elevate student voice by including students in surveys, councils, and school leadership teams to share their feedback</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="padding: 5px;">Military</td> <td style="padding: 5px; text-align: center;">14</td> <td style="padding: 5px;">17-19</td> </tr> <tr> <td style="padding: 5px;">Work-full time</td> <td style="padding: 5px; text-align: center;">27</td> <td style="padding: 5px;">30-32</td> </tr> <tr> <td style="padding: 5px;">Don't Know</td> <td style="padding: 5px; text-align: center;">92</td> <td style="padding: 5px;">89-87</td> </tr> <tr> <td style="padding: 5px;">Other</td> <td style="padding: 5px; text-align: center;">42</td> <td style="padding: 5px;"></td> </tr> </table> <p>n: 358</p> <p>(The preferred pipelines are community college, 4-year college, vocation school, or military.)</p> <p>2. The percent of families responding positively to the following EES survey item(s) will increase by 3-5%.</p> <ul style="list-style-type: none"> ● My student is challenged with a rigorous course of study at this school. (Baseline: 77%; Target: 82%) 	Military	14	17-19	Work-full time	27	30-32	Don't Know	92	89-87	Other	42	
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