

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: Grace Snell Middle School      Principal: Jennifer Vaughn**

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)	
<b>Empathy 1B:</b> Staff and student wellbeing	Student and staff well-being is the foundation of academic success. Creating an environment where students and staff feel like they belong creates a positive culture for everyone to thrive.	Grace Snell will focus on self-care, social-emotional learning, and creating a sense of belonging and community for each and every stakeholder to create a bridge from elementary to high school by... <ul style="list-style-type: none"> <li>• Engaging students in social-emotional learning (SEL) and self-care.</li> </ul>	We will increase the percentage of stakeholders responding positively for the following questions on the Educational Effectiveness Survey:	
			KPI Baseline <i>Mean Score</i>	KPI Target <i>Mean Score</i>
			Students: I enjoy coming to this school	
			3.0	3.3

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		<ul style="list-style-type: none"> <li>● Engaging staff and students in interest-based clubs during the school day to create a sense of community and belonging and opportunities to build relationships outside the typical academic setting.</li> <li>● Providing opportunities for teachers to participate in self-care, including visiting a zen room to decompress during stressful times.</li> <li>● Providing opportunities for staff to celebrate their colleagues through monthly activities that allow them to share how their colleagues positively impact the school culture.</li> <li>● Recognizing students and staff will be recognized monthly through PBIS, celebrating those who model being ready, responsible, and respectful.</li> <li>● Providing opportunities for stakeholders to become</li> </ul>	<p>Students: Most students are respectful of others at this school.</p>	
			2.5	2.8
			<p>Staff: Staff at all levels are treated fairly here.</p>	
			3.5	3.8

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		<p>co-authors and increasing collaborative decision-making through avenues such as student council, instructional leadership team, and other advisory councils.</p>	
<p><b>90-Day Implementation Design Process Update:</b>  <b>Empathy 1B:</b> Staff and student wellbeing</p> <ul style="list-style-type: none"> <li>● Students engage in weekly social-emotional learning (SEL) through lessons addressing the specific needs of our students as identified by various data points.</li> <li>● Staff and students engage in biweekly interest-based clubs during the school day to create a sense of community and belonging and opportunities to build relationships outside the typical academic setting.</li> <li>● Staff have opportunities to participate in monthly purposeful self-care activities, including visiting a zen room to decompress during stressful times and reflecting on their positive impact on their colleagues and students.</li> <li>● Students and staff are recognized monthly through PBIS, celebrating those who model being ready, responsible, and respectful.</li> </ul>		<p><b>Data Update:</b></p> <p>Survey data is not available at this time.</p> <p><b>Implementation Design Next Steps:</b></p> <ul style="list-style-type: none"> <li>● Continue developing SEL lessons for students to navigate middle school, incorporating strategies to address their current needs.</li> <li>● Continue refining the club selection process to increase students' chances of participating in their first selection.</li> <li>● Seek ways to promote using the Zen room and other self-care activities for staff.</li> <li>● Increase staff voting in PBIS recognitions.</li> <li>● Increase stakeholder participation in collaborative decision-making by creating rosters of parents interested in partnering with the school by actively promoting events and opportunities.</li> </ul>	

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<ul style="list-style-type: none"> <li>● Stakeholders engage in collaborative decision-making through student council, instructional leadership team, and other advisory councils.</li> </ul>																	
<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>Creating systems to streamline support ensures that each and every student gets what they need. MTSS addresses the whole child by identifying social, emotional, and academic needs and creating a cohesive plan to address both simultaneously.</p>	<p>Grace Snell will address the social-emotional and academic needs of the whole child through the Multi-tiered system of support (MTSS) by...</p> <ul style="list-style-type: none"> <li>● Developing an MTSS team to assess and review student performance data (academic and wellness) and address student needs based on screener and performance data.</li> <li>● Implementing the PBIS program with fidelity to teach students expectations and reward positive behavior.</li> <li>● Implementing restorative practices.</li> <li>● Including students in goal-setting and data tracking</li> </ul>	<p>We will increase the percentage of stakeholders responding positively for the following questions on the Educational Effectiveness Survey:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">KPI Baseline <i>Mean Score</i></th> <th style="width: 50%; text-align: center;">KPI Target <i>Mean Score</i></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="padding: 5px;">Staff: Instruction is personalized to meet the needs of each student.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3.4</td> <td style="text-align: center; padding: 5px;">4.1</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Staff: Struggling students receive early intervention and remediation to acquire skills</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3.1</td> <td style="text-align: center; padding: 5px;">3.3</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Student: Student success is celebrated in this school</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3.5</td> <td style="text-align: center; padding: 5px;">3.8</td> </tr> </tbody> </table>	KPI Baseline <i>Mean Score</i>	KPI Target <i>Mean Score</i>	Staff: Instruction is personalized to meet the needs of each student.		3.4	4.1	Staff: Struggling students receive early intervention and remediation to acquire skills		3.1	3.3	Student: Student success is celebrated in this school		3.5	3.8
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		<p>to create a sense of ownership in their education.</p>			
<p><b>90-Day Implementation Design Process Update:</b>  <b>Equity 2A:</b> Multi-tiered system of supports</p> <ul style="list-style-type: none"> <li>● GSMS' MTSS team assesses and reviews student data and addresses student needs based on screener and performance data.</li> <li>● GSMS is implementing the PBIS program to teach students expectations and reward positive behavior.</li> <li>● GSMS has incorporated restorative practices in its response to student behavior.</li> <li>● Students set goals and track their data after completing the first semester.</li> </ul>		<p><b>Data Update:</b>                  Survey data is not available at this time.</p> <p><b>Implementation Design Next Steps:</b></p> <ul style="list-style-type: none"> <li>● GSMS will continue growing the MTSS team to diversify its members and create a collective sense of ownership.</li> <li>● GSMS will offer professional learning focusing on the implementation of restorative practices.</li> <li>● GSMS will increase the frequency of student data chats.</li> </ul>			
<p><b>Equity 2B:</b>                  Opportunity and access</p>	<p>Grace Snell Middle School's gifted population is underrepresented compared to like schools.</p>	<p>Grace Snell will expand students' educational opportunities by...</p> <ul style="list-style-type: none"> <li>● Increasing gifted testing.</li> <li>● Encouraging current staff to participate in gifted certification.</li> </ul>	<p>We will increase our gifted population from 5% to 8%.</p> <p>We will increase the percentage of stakeholders responding positively for the following questions on the Educational Effectiveness Survey:</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; text-align: center;">KPI Baseline</td> <td style="width: 50%; text-align: center;">KPI Target</td> </tr> </table>	KPI Baseline	KPI Target
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		<ul style="list-style-type: none"> <li>● Participating in vertical conversations about ways to increase gifted identification in earlier grades.</li> <li>● Seeking ways to increase accessibility to accelerated courses.</li> <li>● Creating clubs to promote awareness of STEM and STEAM.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><i>Mean Score</i></td> <td style="width: 50%;"><i>Mean Score</i></td> </tr> <tr> <td colspan="2">Students: All students have access to rigorous courses and supports.</td> </tr> <tr> <td style="text-align: center;">3.7</td> <td style="text-align: center;">4.0</td> </tr> </table>	<i>Mean Score</i>	<i>Mean Score</i>	Students: All students have access to rigorous courses and supports.		3.7	4.0
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<p><b>90-Day Implementation Design Process Update:</b>  <b>Equity 2B:</b> Opportunity and access</p> <ul style="list-style-type: none"> <li>● GSMS increased the number of students tested for giftedness and added additional support staff to assist in testing.</li> <li>● GSMS increased the number of staff participating in gifted certification for the 23-24 school year.</li> <li>● GSMS reviews students' academic strengths to increase accessibility to accelerated courses.</li> <li>● GSMS has added several school day clubs focused on STEAM and STEM.</li> </ul>		<p><b>Data Update:</b></p> <p>GSMS increased the number of students tested for giftedness and added additional support staff</p> <p>Survey data is not available at this time.</p> <p><b>Implementation Design Next Steps:</b></p> <ul style="list-style-type: none"> <li>● Continue identifying and assessing students to identify giftedness, including creating avenues to incorporate portfolios.</li> <li>● Continue to encourage staff to participate in gifted training and certification.</li> <li>● Continue to monitor students' progress to create individualized, rigorous academic pathways.</li> </ul>							

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<p><b>Effectiveness 3A:</b> Results-Based Evaluation System</p>	<p>As our focus evolves to include systems to address the whole child, Grace Snell will continue to redefine our approach in how we set, monitor, and adjust goals as we strive towards excellence every day.</p>	<p>Grace Snell will redefine inputs, behaviors, and outcomes by...</p> <ul style="list-style-type: none"> <li>● Meeting weekly in collaborative learning teams to develop lesson plans focusing on student collaboration and small group learning to meet the needs of each and every student.</li> <li>● Meeting monthly to review social-emotional and academic data to identify students who may need more support and develop plans to meet each and every student's needs.</li> <li>● Working collaboratively with students to create social-emotional and academic goals and confer with students regularly about progress towards their goals.</li> <li>● Providing opportunities for teachers to engage in peer observations to determine standards for student success.</li> </ul>	<p>We will increase the percentage of stakeholders responding positively for the following questions on the Educational Effectiveness Survey:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">KPI Baseline <i>Mean Score</i></th> <th style="width: 50%; text-align: center;">KPI Target <i>Mean Score</i></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="padding: 5px;">Staff: Peer observation/coaching and feedback is a tool we use to improve instruction</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3.0</td> <td style="text-align: center; padding: 5px;">3.3</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Staff: Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3.4</td> <td style="text-align: center; padding: 5px;">3.7</td> </tr> </tbody> </table>	KPI Baseline <i>Mean Score</i>	KPI Target <i>Mean Score</i>	Staff: Peer observation/coaching and feedback is a tool we use to improve instruction		3.0	3.3	Staff: Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction		3.4	3.7
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<p><b>90-Day Implementation Design Process Update:</b>  <b>Effectiveness 3A: Results-Based Evaluation System</b></p> <ul style="list-style-type: none"> <li>● GSMS meets weekly in collaborative learning teams to develop lesson plans focusing on student collaboration and small group learning to meet the needs of each and every student.</li> <li>● GSMS leaders, teachers, and counselors meet monthly to review social-emotional and academic data to identify students who may need more support and develop plans to meet each and every student's needs.</li> <li>● Counselors and leaders work collaboratively with the most at-risk students to create social-emotional and academic goals and confer with students regularly about progress toward their goals.</li> <li>● Teachers engage in monthly peer observations to determine standards for student success.</li> </ul>		<p><b>Data Update:</b>            Survey data is not available at this time.</p> <p><b>Implementation Design Next Steps:</b></p> <ul style="list-style-type: none"> <li>● Continue to refine instruction during weekly collaborative learning team meetings to best support students in meeting instructional goals.</li> <li>● Continue to increase awareness and early intervention supporting our most at-risk students.</li> <li>● Continue to provide opportunities for teachers to learn from their peers through peer observation.</li> </ul>	
<p><b>Excellence 4B:</b>            Post-secondary and workforce readiness</p>	<p>As the future continues to evolve, we understand the importance of preparing students for post-secondary success.</p>	<p>Grace Snell will ensure that students are post-secondary and workforce ready by...</p> <ul style="list-style-type: none"> <li>● Increasing the number of students performing at or</li> </ul>	<p>We will increase our proficiency rate on Georgia Milestones by 3% in Language Arts, Math, Science, and Social Studies for all grades.</p>



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	<p>To do this, students must explore their interests and understand how they can leverage their strengths to create a successful future, whether in the workforce or post-secondary education.</p>	<p>above grade level in Language Arts, Math, Science, and Social Studies</p> <ul style="list-style-type: none"> <li>• Providing students opportunities to explore their interests through club opportunities such as STEM, coding, investing, etc.</li> </ul>	<p>We will increase the percentage of stakeholders responding positively for the following questions on the Educational Effectiveness Survey:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">KPI Baseline <i>Mean Score</i></th> <th style="width: 50%; text-align: center;">KPI Target <i>Mean Score</i></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Students: Adults in this school help me plan and set goals for my future.</td> </tr> <tr> <td style="text-align: center;">3.5</td> <td style="text-align: center;">3.8</td> </tr> <tr> <td colspan="2" style="text-align: center;">Students: What we do in school will help me succeed in life</td> </tr> <tr> <td style="text-align: center;">3.7</td> <td style="text-align: center;">4.0</td> </tr> </tbody> </table>	KPI Baseline <i>Mean Score</i>	KPI Target <i>Mean Score</i>	Students: Adults in this school help me plan and set goals for my future.		3.5	3.8	Students: What we do in school will help me succeed in life		3.7	4.0
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<p><b>90-Day Implementation Design Process Update:</b>  <b>Excellence 4B:</b> Post-secondary and workforce readiness</p> <ul style="list-style-type: none"> <li>• GSMS continues to work towards increasing the number of students performing at or above grade level in Language Arts, Math, Science, and Social Studies</li> <li>• GSMS continues to seek ways to provide students opportunities to explore their interests</li> </ul>		<p><b>Data Update:</b></p> <p>Students participated in their first midyear benchmark and showed high growth.                      Survey data is not available at this time.</p> <p><b>Implementation Design Next Steps:</b></p> <ul style="list-style-type: none"> <li>• GSMS will continue to seek ways to increase instructional effectiveness to increase students' achievement on standardized assessments.</li> <li>• GSMS will continue to identify students' interests and create opportunities to explore them in both academic and social settings.</li> </ul>											

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