

2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School Cluster Superintendent: Keith Thompson

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)																																										
<p>Empathy 1B: Staff and student wellbeing</p>	<p>In order for students and staff members to be fully engaged in the school community, they need to feel a sense of belonging. Therefore, Grayson Elementary School will implement strategies and interventions to focus on improving social emotional wellbeing for staff and students.</p>	<p>Teachers' emotions and stress levels have been found to influence those of students and other teachers. A wellness room will be created, with financial support from the community. This will offer teachers an opportunity to recharge and decompress throughout the school day to support their physical, emotional, and mental wellbeing. A wellness room for teachers will help to improve staff morale and student achievement.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">Empathy 1B: Staff and Student Wellbeing</th> </tr> <tr> <th style="text-align: center;">Indicator</th> <th style="text-align: center;">SY2022 Baseline</th> <th style="text-align: center;">SY2023 Target</th> <th style="text-align: center;">SY2024 Target</th> <th style="text-align: center;">SY2025 Target</th> <th style="text-align: center;">SY2026 Target</th> <th style="text-align: center;">SY2027 Target</th> </tr> </thead> <tbody> <tr> <td>Student Wellbeing – EES Student Survey: I enjoy coming to this school.</td> <td style="text-align: center;">Positive Responses 48%</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>Student Wellbeing – EES Student Survey: I feel safe at this school.</td> <td style="text-align: center;">Positive Responses 61%</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">81%</td> </tr> <tr> <td>Staff Support – EES Staff Survey: I received training on instruction to support social emotional learning.</td> <td style="text-align: center;">Positive Responses 48%</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>Staff Support – EES Staff Survey: I incorporate social emotional instruction into my daily instructional delivery</td> <td style="text-align: center;">Positive Responses 71%</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">86%</td> </tr> </tbody> </table>	Empathy 1B: Staff and Student Wellbeing							Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target	Student Wellbeing – EES Student Survey: I enjoy coming to this school.	Positive Responses 48%	53%	58%	63%	68%	73%	Student Wellbeing – EES Student Survey: I feel safe at this school.	Positive Responses 61%	65%	69%	73%	77%	81%	Staff Support – EES Staff Survey: I received training on instruction to support social emotional learning.	Positive Responses 48%	53%	58%	63%	68%	73%	Staff Support – EES Staff Survey: I incorporate social emotional instruction into my daily instructional delivery	Positive Responses 71%	74%	77%	80%	83%	86%
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		<p>Through Positive Behavior Interventions and Support (PBIS), we recognize staff and students who display positive character traits. Staff will be recognized monthly with a gift and picture to be displayed in the main hallway. Students receive recognition in a variety of ways, including a certificate, breakfast, a book, a choice from the prize box. A picture also will be displayed in the main hallway. Students and staff will also be supported through behavior interventions when needed. This support will be provided through the behavior support team.</p> <p>Student social emotional wellbeing will be addressed at Grayson Elementary by implementing the following: classroom guidance, small group counseling, individual counseling, and a student mentor program. In addition, social emotional instruction, tied to PBIS strategies will be taught and displayed daily throughout the school.</p> <p>A Behavioral Support Specialist will also support students through Restorative Practices (RP). Restorative Practices is a term used to describe behaviors, interactions, and approaches which help build and maintain positive, healthy relationships, resolve difficulties and repair harm when there is conflict. Staff will receive training focused on interventions as alternatives to consequences.</p>	
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<p>Equity 2A: Multi-tiered system of supports</p>	<p>As a response to the academic and non-academic needs of each and every student, Grayson Elementary School will continue to support students' learning and behavior through a Multi-tiered System of Supports (MTSS). MTSS is a "tiered system of support that integrates assessment and intervention within a schoolwide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources" (Adopted from National Center on Response to Intervention, 2010).</p>	<p>MTSS provides a data-driven prevention based framework for improving learning outcomes for every student through a layered continuum of evidence based practices and systems. Grayson Elementary will implement the following practices to address the academic needs of the students. The practices include continued implementation of a school-based, problem-solving team (MTSS/RTI Team), Response to Intervention (RTI) process, Continuous Quality Improvement (CQI) practices, Early Intervention Program (EIP), Gifted and Talented Program, English for Speakers of Other Languages (ESOL) Program, after-school tutoring, Saturday Intervention Program, and differentiated, small group instruction.</p> <p>To address the non-academic needs of the students, school staff will provide the following: daily Social Emotional Learning (SEL), Mentors, individual counseling, small-group counseling, classroom guidance, PBIS student recognition and rewards, and modeling and teaching of school-wide behavior goals and expectations.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="7">Equity 2A: Multi-tiered System of Supports</th> </tr> <tr> <th>Indicator</th> <th>SY2022 Baseline</th> <th>SY2023 Target</th> <th>SY2024 Target</th> <th>SY2025 Target</th> <th>SY2026 Target</th> <th>SY2027 Target</th> </tr> </thead> <tbody> <tr> <td>Milestones Assessment – 3rd grade reading status grade level or above - Hispanic Subgroup</td> <td>61%</td> <td>65%</td> <td>69%</td> <td>73%</td> <td>77%</td> <td>81%</td> </tr> <tr> <td>Milestones Assessment – 3rd grade reading status grade level or above - Black Subgroup</td> <td>71%</td> <td>74%</td> <td>77%</td> <td>80%</td> <td>83%</td> <td>86%</td> </tr> <tr> <td>Milestones Assessment – 3rd grade reading status grade level or above - EL Subgroup</td> <td>62%</td> <td>68%</td> <td>72%</td> <td>76%</td> <td>80%</td> <td>84%</td> </tr> </tbody> </table>	Equity 2A: Multi-tiered System of Supports							Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target	Milestones Assessment – 3 rd grade reading status grade level or above - Hispanic Subgroup	61%	65%	69%	73%	77%	81%	Milestones Assessment – 3 rd grade reading status grade level or above - Black Subgroup	71%	74%	77%	80%	83%	86%	Milestones Assessment – 3 rd grade reading status grade level or above - EL Subgroup	62%	68%	72%	76%	80%	84%
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**Equity 2B:
Opportunity and
access**

All students deserve equal access to a rigorous and relevant curriculum. Grayson Elementary will increase Kindergarten Readiness by implementing the Play 2 Learn Program, increase the number of students in the Gifted and Talented Program in historically underrepresented sub-groups, and increase the number of students attending Summer Enrichment and Acceleration (SEA).

Gwinnett County Public Schools recognized a need for school readiness and therefore provided opportunities to support and develop a local school Play 2 Learn program. This program, for children ages birth - five years old, accompanied by their parents or caregivers, encourages learning through play. Instructional and age appropriate materials are used throughout this weekly program.

The Gifted and Talented Program provides learning experiences that develop the use of thinking strategies and processes. Grayson Elementary will increase the number of students in the Gifted and Talented Program by providing staff development for teachers on characteristics of giftedness for underrepresented subgroups.

SEA is a free summer program that offers enrichment and acceleration opportunities as well as support for students who did not meet promotion requirements. Grayson Elementary will select students who will benefit the most from this summer learning opportunity. More students in underrepresented groups will be encouraged to attend this program. In addition, we will increase the number of SEA instructors allowing us to increase student enrollment. A Parent SEA informational meeting will be held to inform parents of the various supports and activities offered.

Equity 2B: Opportunity and Access						
Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Kindergarten Readiness – percent of students that are ready for kindergarten based on the Kindergarten Readiness Entry Profile (KREP) (All Students)	67%	70%	73%	76%	79%	82%
Kindergarten Readiness – percent of students that are ready for kindergarten based on KREP (Underserved subgroups)	48%	53%	58%	63%	68%	73%
Gifted and Talented Representation – Number of student racial /ethnic groups underrepresented in Gifted and Talented Programs (Hispanic, Free/reduced)	2	2	1	1	0	0

Target Enrollment in Play 2 Learn: 24 students
Baseline: 0
Current Projection: 22

KREP Scores

2022 Rising Kindergarten Academy Enrollment-
19 students
2023 Rising Kindergarten Academy Enrollment -
45 students

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	for their future which may include higher education and/or career readiness.	higher education opportunities such as college or trade school options. In addition, students will have opportunities to learn from guest speakers from a variety of community businesses and participate in educational field trip experiences.	
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