

2022-2023 Local School Plan for Improvement (LSPI)

School: Minor Elementary Principal: Scott Frandsen

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	To continue creating a culture where staff and students feel a sense of belonging and safety at Minor Elementary.	<ol style="list-style-type: none"> 1. Student Council and advisory groups will be provided additional opportunities to elevate student voice, ownership, and agency in the design of their school experience. Students will have regular meetings with administration, counselors, local school council and other venues to discuss and report on school issues. 2. SEL/PBIS lessons will be taught weekly with fidelity. Provide and audit 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Minor will increase the percentage of students responding positively to the following questions on the Student Wellness Survey. </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Question</th> <th style="width: 33%;">Baseline</th> <th style="width: 33%;">Target</th> </tr> </thead> <tbody> <tr> <td>#2 "I enjoy coming to this school."</td> <td>86% almost always/ sometimes true</td> <td>88%</td> </tr> </tbody> </table>			Question	Baseline	Target	#2 "I enjoy coming to this school."	86% almost always/ sometimes true	88%
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		<p>training, activities and incentives provided by the PBIS team to ensure pervasive PBIS practices</p> <ol style="list-style-type: none"> 3. Develop a Social Emotional committee for students and staff that will support the continued development of SEL/PBIS lessons and professional learning. 4. Establish morning meetings for teachers to support the SEL/PBIS lessons. 5. Provide frequent opportunities for student and staff recognition. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">#3 “I am hopeful about my future.”</td> <td style="width: 30%;">75% almost always/sometimes true</td> <td style="width: 40%;">77%</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Minor will increase the percentage of staff responding positively to the following question on the staff perception survey.</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Question</th> <th style="width: 30%;">Baseline</th> <th style="width: 40%;">Target</th> </tr> </thead> <tbody> <tr> <td>#1 “When there is a problem in my school, we talk about how to solve it.”</td> <td>57% almost always/often true</td> <td>62%</td> </tr> </tbody> </table>	#3 “I am hopeful about my future.”	75% almost always/sometimes true	77%	Question	Baseline	Target	#1 “When there is a problem in my school, we talk about how to solve it.”	57% almost always/often true	62%
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<p>Equity 2A: Multi-tiered system of supports</p>	<p>To provide students and staff with the necessary targeted support and enrichment that increases opportunities to succeed.</p>	<ol style="list-style-type: none"> 1. Administer Universal Screeners (Dibels-8, iReady assessments) and use data to develop interventions and enrichments for identified students. 2. Administer and utilize Imagine Learning data and other web-based subscriptions to provide strategic language instruction to identified students. 	<div style="border: 1px solid black; padding: 5px;"> <p>Minor ES will decrease the % of all Milestones tests in which students scored at the beginning level.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 50%;">Baseline</th> <th style="width: 50%;">Target</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">31%</td> <td style="text-align: center;">28%</td> </tr> </tbody> </table> </div>	Baseline	Target	31%	28%					
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		<ol style="list-style-type: none"> 3. Conduct monthly Tier 2 data talks that will include academic press and the supportive community needs of each student. 4. Develop an intervention team to support MTSS throughout the school year. 5. Students will receive intervention in the content areas of language arts and math during Patriot Time. 6. Struggling readers in K-1 will participate in Saturday reading intervention. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">Minor ES will increase the percentage of students reading on grade level or above</td> </tr> <tr> <td style="text-align: center;">Student Group</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">Target</td> </tr> <tr> <td style="text-align: center;">All Students</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td style="text-align: center;">ELL</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td style="text-align: center;">SWD</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">48%</td> </tr> <tr> <td style="text-align: center;">Black</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">78%</td> </tr> <tr> <td style="text-align: center;">Hispanic</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">72%</td> </tr> <tr> <td style="text-align: center;">Free/Reduced Meals</td> <td style="text-align: center;">63%</td> <td style="text-align: center;">69%</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Minor ES will increase the percentage of students moving one/more than one performance band on the ACCESS test.</td> </tr> <tr> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">Target</td> </tr> <tr> <td style="text-align: center;">57%</td> <td style="text-align: center;">62%</td> </tr> </table>	Minor ES will increase the percentage of students reading on grade level or above			Student Group	Baseline	Target	All Students	73%	80%	ELL	62%	68%	SWD	45%	48%	Black	71%	78%	Hispanic	66%	72%	Free/Reduced Meals	63%	69%	Minor ES will increase the percentage of students moving one/more than one performance band on the ACCESS test.		Baseline	Target	57%	62%
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<p>Equity 2B: Opportunity and access</p>	<p>To provide students and staff with targeted support and enrichment that increase</p>	<ol style="list-style-type: none"> 1. Analyze PBIS and discipline data to identify student needs and address these through PBIS/SEL instruction, mentors and wrap around services. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Minor ES will increase the percentage of students identified as Gifted/Talented.</td> </tr> </table>	Minor ES will increase the percentage of students identified as Gifted/Talented.																													
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	<p>opportunities to succeed.</p>	<p>2. Increase opportunities and pathways for all students to demonstrate eligibility for gifted/talented programs.</p> <p>3. K-1 will pilot the EL literacy curriculum to support the literacy development of students.</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 50%; text-align: center;">Baseline</td> <td style="width: 50%; text-align: center;">Target</td> </tr> <tr> <td style="text-align: center;">6%</td> <td style="text-align: center;">8%</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Minor ES will decrease the number of all students who receive ISS and OSS during the 2022-23 school year.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Suspension Type</th> <th style="width: 25%;">Baseline</th> <th style="width: 25%;">Target</th> </tr> </thead> <tbody> <tr> <td>In-school Suspension (ISS)</td> <td style="text-align: center;">29</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Out of School Suspension (OSS)</td> <td style="text-align: center;">13</td> <td style="text-align: center;">11</td> </tr> </tbody> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Minor ES Kindergarten and 1st grade students will demonstrate literacy growth as measured on midyear and end of year screeners</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Literacy Benchmark</th> <th style="width: 25%;">Baseline</th> <th style="width: 25%;">Target</th> </tr> </thead> <tbody> <tr> <td>DIBELS 8 (K)</td> <td style="text-align: center;">29% at or</td> <td></td> </tr> </tbody> </table> </div>	Baseline	Target	6%	8%	Suspension Type	Baseline	Target	In-school Suspension (ISS)	29	26	Out of School Suspension (OSS)	13	11	Literacy Benchmark	Baseline	Target	DIBELS 8 (K)	29% at or	
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<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>To sustain the legacy of excellent performance at Minor Elementary while responding to the diverse needs of a growing community.</p>	<ol style="list-style-type: none"> 1. Teachers will participate in training from local school coaches on effective small group strategies, data analysis and intervention development. 2. Teachers will participate in collaborative learning team meetings to ensure lessons and assessments are at the appropriate depth of AKS in all content areas. Teachers will analyze the standards and pacing guides and determine quality plus teaching strategies to incorporate in lessons. 3. Administrators will attend scheduled planning sessions to participate in the discussions and monitor progress through formal and informal observations and feedback cycles. 4. Teachers will have regular opportunities for peer observations. 	<table border="1" style="margin: auto;"> <tr> <td colspan="3" style="padding: 5px;">Minor ES will decrease the % of all Milestones tests in which students scored at the beginning level.</td> </tr> <tr> <td style="width: 50%; text-align: center;">Baseline</td> <td colspan="2" style="text-align: center;">Target</td> </tr> <tr> <td style="text-align: center;">31%</td> <td colspan="2" style="text-align: center;">28%</td> </tr> </table> <table border="1" style="margin: auto;"> <tr> <td colspan="3" style="padding: 5px;">Minor ES will increase the percentage of students reading on grade level or above</td> </tr> <tr> <td style="width: 30%; text-align: center;">Student Group</td> <td style="width: 20%; text-align: center;">Baseline</td> <td style="width: 20%; text-align: center;">Target</td> </tr> <tr> <td style="text-align: center;">All Students</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td style="text-align: center;">ELL</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td style="text-align: center;">SWD</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">48%</td> </tr> </table>	Minor ES will decrease the % of all Milestones tests in which students scored at the beginning level.			Baseline	Target		31%	28%		Minor ES will increase the percentage of students reading on grade level or above			Student Group	Baseline	Target	All Students	73%	80%	ELL	62%	68%	SWD	45%	48%
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<p>Excellence 4A: Preferred education destination</p>	<p>Cultivate school quality, climate and culture that is student-centered and committed to the success of each and every child.</p>	<p>1. Workshops and instructional resources that are aligned to the standards will be provided to parents to support student achievement. During workshops, parents will be informed on how parent support and involvement can contribute to the behaviors, attendance, and academic success of their child. The Parent Center will be open at a variety of scheduled times for material check-out, help sessions, conferencing and setting up classroom visits. In addition, Minor will continue to partner to offer free language classes for parents who desire to learn English.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Minor ES will increase the percentage of families responding positively to the following family satisfaction EES Family Survey items.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Question</th> <th style="width: 30%;">Baseline</th> <th style="width: 30%;">Target</th> </tr> </thead> <tbody> <tr> <td>#2 “I believe adults in this school care about my student.”</td> <td>90% almost always/ often true</td> <td>92%</td> </tr> <tr> <td>#4 “This school is doing</td> <td>90% almost always/ often</td> <td>92%</td> </tr> </tbody> </table> </div>	Question	Baseline	Target	#2 “I believe adults in this school care about my student.”	90% almost always/ often true	92%	#4 “This school is doing	90% almost always/ often	92%				
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