

2022-2023 Local School Plan for Improvement (LSPI)

School: Parsons Elementary

Cluster Superintendent: Dr. Pam J. Williams

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 Goal 1A: Cultural competence Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.	With 21 birth countries and 20 languages represented at Parsons, together we will learn and grow as we celebrate our diverse community with clarity: (1) that teachers are empathetic and caring; (2) that they are reflective about their beliefs about people from other cultures; (3) that they are reflective about	1. Professional development to better understand personal biases and best practices to diminish the impact on instruction and student engagement. 2. Identify personal areas for growth. 3. Cultural Awareness events for stakeholders to understand and celebrate our diversity. 4. The Media Selection Committee will focus on increasing culturally relevant texts. 5. Communicate cultural events, religious holidays, and celebrations.	Empathy 1.A.	Description	SY2022 Baseline	SY2023 Target
			Increase the number of stakeholders responding positively on the EES Survey	Family Survey - Parsons respects the different cultures within our community.	86%	89%
			Cultural Competency items.	Family Survey-My Student learns about the cultures of our community at their school.	73%	76%

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	<p>their own cultural frames of reference; and (4) that they are knowledgeable about other cultures.</p>	<p>6. Cluster Vertical SEL will focus on building the capacity of all staff to ensure that all students feel welcomed.</p>		<p>Staff Survey - We are provided training to meet the needs of our diverse student population.</p> <p>Student Survey- I am comfortable interacting with people from different racial or ethnic backgrounds.</p>	<p>81%</p> <p>73%</p>	<p>84%</p> <p>76%</p>

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Equity Goal 2.A
Multi-tiered system of supports
 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.

In order to reach and teach each and every child, a well-defined and executed multi-tiered system of support (MTSS) must be in place focused on the whole child (academically and non-academically).

1. Ensure schoolwide schedules are aligned to support multiple levels of intervention based on student need.
2. Ensure communication with stakeholders on tiered interventions.
3. Ensure all staff understands that MTSS is a framework to prevent all students from experiencing poor learning outcomes.
4. Implement and structure school-based professional development so that all teachers continuously improve instructional practice, data-based decision making, and delivery of interventions and supports.
5. Implement PBIS to support positive student behavior outcomes.

Equity 2. A.	Description	SY2022 Baseline	SY2023 Target																																								
Increase the % of students exiting tiered intervention supports based on nationally normed diagnostics and/or formative assessment tools.	Increase the percent of students being served in Tier 2 and Tier 3 interventions based on EIP guidelines who exit EIP.	35%	40%																																								
Decrease % of students in the Black, EL, Hispanic, Free Meals, and SPED student groups who are scoring in the Beginning Level on the Georgia Milestones Assessment System (Language Arts	Number of tests scored at Beginning level divided by the number of tests. This is calculated by grade levels and Language Arts content of Milestones assessments. BL-Black EL-English Learner His-Hispanic FM-Free Meals SP-Special Education	ELA Baseline <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30%;">BL</td><td style="text-align: center;">15%</td></tr> <tr><td>EL</td><td style="text-align: center;">15%</td></tr> <tr><td>His</td><td style="text-align: center;">19%</td></tr> <tr><td>FM</td><td style="text-align: center;">18%</td></tr> <tr><td>SP</td><td style="text-align: center;">32%</td></tr> </table> Math Baseline <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30%;">BL</td><td style="text-align: center;">17%</td></tr> <tr><td>EL</td><td style="text-align: center;">5%</td></tr> <tr><td>His</td><td style="text-align: center;">10%</td></tr> <tr><td>FM</td><td style="text-align: center;">16%</td></tr> <tr><td>SP</td><td style="text-align: center;">36%</td></tr> </table>	BL	15%	EL	15%	His	19%	FM	18%	SP	32%	BL	17%	EL	5%	His	10%	FM	16%	SP	36%	ELA Target <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30%;">BL</td><td style="text-align: center;">13%</td></tr> <tr><td>EL</td><td style="text-align: center;">13%</td></tr> <tr><td>His</td><td style="text-align: center;">17%</td></tr> <tr><td>FM</td><td style="text-align: center;">16%</td></tr> <tr><td>SP</td><td style="text-align: center;">30%</td></tr> </table> Math Target <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30%;">BL</td><td style="text-align: center;">15%</td></tr> <tr><td>EL</td><td style="text-align: center;">4%</td></tr> <tr><td>His</td><td style="text-align: center;">8%</td></tr> <tr><td>FM</td><td style="text-align: center;">14%</td></tr> <tr><td>SP</td><td style="text-align: center;">34%</td></tr> </table>	BL	13%	EL	13%	His	17%	FM	16%	SP	30%	BL	15%	EL	4%	His	8%	FM	14%	SP	34%
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<p>Equity Goal 2.B – Opportunity and access Opportunity and access. Expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., Advanced Placement and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).</p>	<p>Each and every student will only meet her or his highest potential if provided equitable access to programs that ensure she or he has the knowledge and skills to succeed as contributing members of a global society, regardless of race, gender, sexual orientation, ethnic background, English proficiency, faith, socioeconomic status, or disability.</p>	<p>1. Year-long professional development plan that consists of training and job embedded coaching, feedback, and peer observation. 2. Implement talent development opportunities K-5 to develop the potential in students who are high achieving but have not yet qualified for gifted education. 3. Establish a Play2Learn program at our local school to provide support and resources to assist parents/caregivers to enhance their child’s growth and learning from birth to age 5. 4. Provide an after-school daycare program at the local school to support families with after-school needs at a reduced rate.</p>	Equity 2.B	Description	SY2022 Baseline	SY2023 Target
			Increase the number of stakeholders responding positively on the EES Survey items focused on opportunity and access.	Family Survey - My child is challenged with a rigorous curriculum at Parsons. My teacher(s) provide lessons and activities that challenge me to learn. Our teachers engage in classroom based professional development activities that focus on improving instruction.	72%	75%
				My teacher(s) tell me the purpose for each lesson or activity.	60%	63%
					67%	70%
			35.6%	38.6%		
			Increase the percentage of students being referred for gifted testing and being found eligible.	Number of students enrolled, divided by the number referred for gifted testing. Number of students enrolled, divided by the number of students found eligible for gifted.	19.3%	21.3%
			Increase the support and resources provided to parents/caregivers to enhance their child’s	Average attendance at the weekly Play2Learn sessions. Enrollment in GASP after-school program. Number of students who attend daycares, divided by	N/A	
					32%	

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			growth and learning.	the number of students who attend GASP.																																										
<p>Effectiveness 3A: Results-Based Evaluation System</p> <p>Redesign Results-Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.</p>	<p>The use of a redesigned RBES which includes equal elements of academic growth and supportive community promotes continuous improvement through the identification of strengths and weaknesses and communicates the annual change in school performance in both academic growth and creating a supportive community.</p>	<p>1. Professional learning that focuses on effective use of data to determine targeted interventions.</p> <p>2. Develop a school wide MTSS team that includes representation of all instructional areas.</p> <p>3. Ongoing professional development focusing on the district interventions for Tier 2 including Comprehension Toolkit, Amplify, Number Strings, mClass Burst Lesson, and iReady.</p> <p>4. Development of local school instructional expectations to establish clear instructional expectations which will be the focus for instructional “PRIDE Walks” LSPI monitoring tool for feedback.</p>	Effectiveness 3A	Description	SY2022 Baseline	SY2023 Target																																								
			<p>Decrease % of students in grades 3-5 in the Black, EL, Hispanic, Free Meals, and SPED student groups who are scoring in the Beginning Level on the Georgia Milestones Assessment System (Language Arts)</p>	<p>Number of tests scored at Beginning level divided by the number of tests. This is calculated by student groups on LA Milestones assessments.</p> <p>BL-Black EL-Language Learner His-Hispanic FM-Free Meal SP-Special Education</p>	<p>ELA Baseline</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BL</td><td>15%</td></tr> <tr><td>EL</td><td>15%</td></tr> <tr><td>His</td><td>19%</td></tr> <tr><td>FM</td><td>18%</td></tr> <tr><td>SP</td><td>32%</td></tr> </table> <p>Math Baseline</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BL</td><td>17%</td></tr> <tr><td>EL</td><td>5%</td></tr> <tr><td>His</td><td>10%</td></tr> <tr><td>FM</td><td>16%</td></tr> <tr><td>SP</td><td>36%</td></tr> </table>	BL	15%	EL	15%	His	19%	FM	18%	SP	32%	BL	17%	EL	5%	His	10%	FM	16%	SP	36%	<p>ELA Target</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BL</td><td>13%</td></tr> <tr><td>EL</td><td>13%</td></tr> <tr><td>His</td><td>17%</td></tr> <tr><td>FM</td><td>16%</td></tr> <tr><td>SP</td><td>30%</td></tr> </table> <p>Math Target</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>BL</td><td>15%</td></tr> <tr><td>EL</td><td>4%</td></tr> <tr><td>His</td><td>8%</td></tr> <tr><td>FM</td><td>14%</td></tr> <tr><td>SP</td><td>34%</td></tr> </table>	BL	13%	EL	13%	His	17%	FM	16%	SP	30%	BL	15%	EL	4%	His	8%	FM	14%	SP	34%
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<p>Increase the number of</p>	<p>Item: Student success is</p>	<p>56%</p>	<p>59%</p>																																											

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			students responding positively to items on the EES student survey in the supportive learning environment.	celebrated in this school. Item: I enjoy coming to school.	40%	43%
Excellence 4A: World-class communications and engagement	The implementation of a strategic communication plan is needed to meet the diverse needs of families, students, and staff members.	<ol style="list-style-type: none"> 1. Establish school wide expectations for family communication that defines tools, frequency, and topics that are consistent across the school. 2. Offer parent workshops and create videos that focus on the needs of families. 3. Offer virtual and in person options for families to attend parent teacher conferences and other meetings where stakeholder input is imperative to the success of the student. 	Excellence 4A	Description	SY2022 Baseline	SY2023 Target
			Parsons will increase their family participation rate on the EES survey.	Percent of “families” participating by completing the EES online survey.	15%	30%
			Parsons Elementary School will increase the number of families responding positively to the item on communication.	Item: This school communicates effectively with my family.	81%	84%

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