

2022-2023 Local School Plan for Improvement (LSPI)


School: Simpson Elementary Principal: Dr. Taffeta Connery

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	Simpson Elementary School wants to continue to increase staff attendance, morale and SEL to promote positive learning outcomes for all stakeholders.	<ol style="list-style-type: none"> 1. Professional Learning and implementation of: morning meetings, Social Emotional Learning (SEL) 2. Continuation on Tier 2 of our Positive Behavioral Interventions & Supports (PBIS) program 3. Restructuring of Counseling lessons and supports to focus on SEL 4. Increase the number of Clubs & Activities for students; 	<u>EES Survey Data - Student Wellbeing:</u> <ul style="list-style-type: none"> ● Supportive Learning Environment- Student success is celebrated (Baseline -78%; Target 90%) ● Effective Leadership- My teacher listens to my ideas and/or things that bother me (Baseline -89%; Target 100%) <u>EES Survey Data- Staff Wellbeing:</u> <ul style="list-style-type: none"> ● Focused professional development-I receive training on instruction to support social emotional learning (Baseline - 74%; Target - 100%) ● Frequent monitoring of teaching and learning-I incorporate social emotional instruction into my

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		create a before/after school staff wellness club.	daily instructional delivery (Baseline - 90%; Target - 100%)
<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> We have a dedicated Morning Meeting in our daily schedule where we implement Social and Emotional Learning (SEL) best practices to build relationships with students and foster an environment where students feel safe. Weekly during connections, counselors actively engage in the classroom with students and teachers while providing SEL lessons and modeling SEL best-practices. Our staff engaged in district-provided SEL lessons. Teachers taught SEL lessons in the first semester and continue to participate in SEL Training and lessons posted from the district. This semester, MTSS training focused on Supportive Community and examined the EES Student Universal Wellness Screener data from Fall/Winter of 2022 Simpson ES 90 day Day Review 22-23 SY Simpson ES has established a Track Tuesday's, SEL Staff Night Outs, and Volleyball Athletic Team to promote staff and student wellbeing. Each month, we celebrate one student and one staff member from each grade level PreK-5th every month to promote PBIS Norms at Simpson. Simpson Elementary has Peer Leaders and Safety Patrol to recognize outstanding academic achievement, promote strong moral character and social responsibility, encourage service to others, foster leadership skills, and provide settings for our student members to develop strong interpersonal skills. We currently have Art, Music, Spanish, Health and Fitness, Readers Rally, Good News, Academic Games, Odyssey of the Mind, STEM and LEGO clubs. 22-23 Committees/Teams/Clubs Our Simpson Robo-Stars Robotics Team competes annually in the First LEGO League district competition. 			<p>EES Winter Staff Survey is available for view in the 90 Day Review 22-23 SY and click embedded link for survey results.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <h3 style="margin: 0;">Simpson ES Mid-Year Review</h3> <p style="margin: 5px 0 0 0;">2/22/2023</p>  </div>

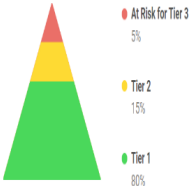
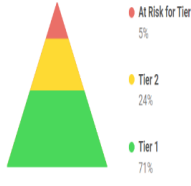
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<ul style="list-style-type: none"> Simpson Elementary Readers Rally competes annually in the Readers Rally Competition and placed 1st in 2/2023 Division 7. 			
LSPI 180 Day Update			Data Update on Available Measures
Equity 2A: Multi-tiered system of supports	In order to reach and teach each and every child, a well-defined and executed multi-tiered system of supports (MTSS) must be in place.	<ol style="list-style-type: none"> MTSS Implementation Team regularly scheduled meetings MTSS Team professional learning on interventions (Foundations, Just Words, mCLASS, Wilson, LLI, Spire) MTSS Team professional learning on and implementation of MTSS processes (i.e. data conversations, Student Support Team meetings, Kid Talks). Schoolwide continued use of and professional learning on Imagine Learning, Amplify, and iReady Instructional technology tools that support student learning Intervention/Enrichment (I/E) block in the master schedule and training for staff Use of Assessment Tools (Dibels 8, iReady, etc.) for screening 	<u>Equity MTSS-GCPS Milestones Dashboard:</u> <ul style="list-style-type: none"> Decrease the percentage of all students on the EOG Milestones Free Meal Group <u>below grade level</u> as a beginning level reader by 7% (Baseline SY22/42%; Target SY 23/35%). Increase the percentage of distinguished level learners in the Gifted Grade Group in reading by 10% (Baseline SY22/69%; Target SY 23/79%). Kindergarten Readiness % on KREP(Not Yet Demonstrated Baseline decrease from 14%; Target 7% AND increase the meeting standard by 17% with a baseline of 33%; Target 50%).

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<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> SES teachers received training on MTSS processes during the first semester. MTSS Instructional/Support Teachers are continuing to engage in professional development to increase their depth of knowledge in research-based intervention materials and strategies essential to supporting students in Tier II and Tier III. Our daily schedule includes a STAR Time Intervention, Reading Recovering, EIP, Thinking Skills/Enrichment. During this time Kindergarten students participate in EIP for the first time this year, exposing them to opportunities that improve engagement, motivation, and learning outcomes. Our 1st-5th grade students engage in small groups focused on Tier 1, Tier 2, and Tier 3 interventions utilizing small group best practices that may include FUNdations, Read 180, mClass, Just Words, iSTEEP, Amplify, iREADY, and Imagine Learning. Fall/Winter Saturday School Intervention Program was implemented to support students identified needing Tier 1 & Tier 2 interventions. See 90 Day Review link for details Simpson ES 90 day Day Review 22-23 SY 			<div style="text-align: center; background-color: #f0f0f0; padding: 5px; margin-bottom: 10px;"> <h3 style="color: #c00000; margin: 0;">Simpson Elementary Reading Dec. Diagnostic</h3> </div> <p style="font-size: small; margin: 0;">Students Assessed/Total: 875/905</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="font-size: x-small; margin: 0;">Overall Placement</p>  <ul style="list-style-type: none"> <li style="display: flex; align-items: center; margin-bottom: 5px;">● At Risk for Tier 3 5% <li style="display: flex; align-items: center; margin-bottom: 5px;">● Tier 2 15% <li style="display: flex; align-items: center; margin-bottom: 5px;">● Tier 1 80% </div> <div style="width: 45%;"> <p style="font-size: x-small; margin: 0;">Placement By Domain</p> <table style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr><td style="padding: 2px;">Phonological Awareness (PA)</td><td style="width: 100px;"><div style="background-color: #008000; width: 95%; height: 10px; border: 1px solid #ccc;"></div></td></tr> <tr><td style="padding: 2px;">Phonics (PH)</td><td><div style="background-color: #008000; width: 90%; height: 10px; border: 1px solid #ccc;"></div></td></tr> <tr><td style="padding: 2px;">High-Frequency Words (HFV)</td><td><div style="background-color: #008000; width: 95%; height: 10px; border: 1px solid #ccc;"></div></td></tr> <tr><td style="padding: 2px;">Vocabulary (VIC)</td><td><div style="background-color: #008000; width: 85%; height: 10px; border: 1px solid #ccc;"></div></td></tr> <tr><td style="padding: 2px;">Comprehension: Literature (LIT)</td><td><div style="background-color: #008000; width: 80%; height: 10px; border: 1px solid #ccc;"></div></td></tr> <tr><td style="padding: 2px;">Comprehension: Informational Text (INF)</td><td><div style="background-color: #008000; width: 75%; height: 10px; border: 1px solid #ccc;"></div></td></tr> </table> </div> </div>	Phonological Awareness (PA)	<div style="background-color: #008000; width: 95%; height: 10px; border: 1px solid #ccc;"></div>	Phonics (PH)	<div style="background-color: #008000; width: 90%; height: 10px; border: 1px solid #ccc;"></div>	High-Frequency Words (HFV)	<div style="background-color: #008000; width: 95%; height: 10px; border: 1px solid #ccc;"></div>	Vocabulary (VIC)	<div style="background-color: #008000; width: 85%; height: 10px; border: 1px solid #ccc;"></div>	Comprehension: Literature (LIT)	<div style="background-color: #008000; width: 80%; height: 10px; border: 1px solid #ccc;"></div>	Comprehension: Informational Text (INF)	<div style="background-color: #008000; width: 75%; height: 10px; border: 1px solid #ccc;"></div>
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<p>Equity 2B: Opportunity and access</p>	<p>Each and every student deserves access to a high quality curriculum and rigorous/relevant coursework and enrichment activities.</p>	<p>Professional Learning for all K-5 reading/writing teachers on MA curriculum pilot materials, LETRS, iReady, MTSS, OG, SPIRE, Computer Science, LLT, MLT, TI, Gifted and PBIS Training:</p> <ol style="list-style-type: none"> 1. Instructional Coaching Cycles 2. Peer Observations & Feedback 3. Collaborative Learning Teams utilizing eClass, etc. 4. Gifted referral, identification, and portfolio process 5. Continuation of PBIS implementation for all school stakeholders 	<p><u>EES Survey Data - Student Wellbeing:</u></p> <ul style="list-style-type: none"> ● High Standards and Expectations- All students have opportunities to choose more challenging work (Baseline -72%; Target 82%) <p><u>EES Survey Data- Staff Wellbeing:</u></p> <ul style="list-style-type: none"> ● High Quality Curriculum, Instruction and Assessment-Instruction is personalized to meet the needs of each student (Baseline - 90%; Target - 100%) <p><u>EES Survey Data- Family Wellbeing:</u></p> <ul style="list-style-type: none"> ● High Standards and Expectations-My student is challenged with a rigorous course of study at this school. (Baseline - 87%; Target - 100%) 																																

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		6. Committee meetings focused on providing enrichment and culturally relevant activities 7. Use of Assessment Tools (iReady, Amplify, e.g.)	
Effectiveness 3B: Talent management	Retention of certified and classified staff in regards to retaining high quality staff by incorporating PBIS for all stakeholders (e.g. Health & Wellness Program for staff and students).	Engaging staff in SEL with Health & Wellness Exercises through the use of retention and growing teacher leadership: <ol style="list-style-type: none"> 1. Building teacher capacity by implementing local school leadership teams in Literacy Instructional Team (LIT), Math Instructional Team (MIT), Technology Instructional Team (TIT), MTSS Instructional Team (MTSSIT), Gifted Instructional Team (GIT), Social & Emotional Team (SEL) Team, and Positive Behavioral Incentive Support (PBIS) Team. 2. Supporting teacher retention by implementing Simpson’s Helpful Information for New Educators (SHINE) 	<u>EES Survey Data - Student Wellbeing:</u> <ul style="list-style-type: none"> ● Supportive Learning Environment- Student success is celebrated (Baseline -78%; Target 90%) ● Frequent Monitoring of Teaching & Learning- My teacher tells me the reason we do each lesson (Baseline - 67%; Target - 85%) <u>EES Survey Data- Staff Wellbeing:</u> <ul style="list-style-type: none"> ● Focused professional development- I receive training on instruction to support social emotional learning (Baseline - 74%; Target - 100%) ● Frequent monitoring of teaching and learning- I incorporate social emotional instruction into my daily instructional delivery (Baseline - 90%; Target - 100%)

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		<p>Program for mentoring new teachers.</p> <p>3. Professional Learning and implementation of school stakeholder Social Emotional Learning (SEL) with Health & Wellness.</p> <p>4. Continuation of professional learning with Positive Behavioral Interventions & Supports (PBIS) program.</p>	
<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Certified teachers continue to participate in local school professional learning opportunities through our Literacy Leadership Team (LLT), Math Leadership Team (MLT), Gifted Leadership Team (GLT) and district-led professional learning bootcamps to increase student achievement. Professional Learning Plan 22-23 ● Our teachers recognize and respond to student positive behaviors through PBIS. ● The PBIS team created a FLOW Chart, PBIS Coaches/mentors conduct a weekly check-in/check-out system, implement a weekly incentive plan and monthly PBIS drawing to support our school-wide positive behavioral plans. PBIS Slides ● Our counselors continue to partner with teachers and other support staff to support students' social-emotional and academic needs. ● Throughout the fall/winter, the administrative team and teacher leaders implemented a monthly Simpson's Helpful Information for New Educators (SHINE) Program for mentoring new teachers to the profession and veterans new to our school culture. ● Communicated to Leadership Advisory Team members and staff fall/winter EES (Student and Staff) Survey results. 			<p>Data Update will be available by EOY.</p>

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LSPI 180 Day Update			Data Update on Available Measures
Excellence 4A: Preferred education destination	Simpson Elementary will be the premier choice for educating school stakeholders and employees in GCPS.	<ol style="list-style-type: none"> 1. Build Parent Capacity through Parent workshops & school-wide events (P2L). 2. Increase the number of Clubs & Activities 3. Effective Tier I instruction (i.e. MA pilot implementation) 4. Effective intervention and acceleration for all students during STAR Time 5. Committee events focused on providing enrichment and culturally relevant activities. 	<u>EES Survey Data- Staff Wellbeing:</u> <ul style="list-style-type: none"> ● Effective leadership- Staff at all levels are treated fairly here (Baseline - 97%; Target - 100%) <u>EES Survey Data - Student Wellbeing:</u> <ul style="list-style-type: none"> ● Supportive learning environment- I enjoy coming to this school (Baseline - 89%; Target - 100%) ● Social Awareness-I feel proud of my school (Baseline - 91%; Target - 100%) <u>EES Survey Data- Family Wellbeing:</u> <ul style="list-style-type: none"> ● Parent and Community Involvement- Parents/Families have input into plans for improving this school (Baseline - 86%; Target - 100%). ● My student is challenged with a rigorous course of study at this school (Baseline-91%; Target - 100%)
LSPI 90 Day Update <ul style="list-style-type: none"> ● Simpson Elementary Certified Staff participated in training focused on Academic Press and Supportive Community Professional Learning during our Collaborative Learning Teams (CLT). ● In CLT we continue to highlight and prioritize small group differentiation planning to accelerate learning and address specific student needs. ● Data-driven results, analysis, student work samples, and planning for results using iReady, Edulastic, and teacher-created assessments supported our school improvement plans. 			Data update to reflect EES will be available by EOY.

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		<ul style="list-style-type: none"> ● Certified teachers had the opportunity to participate in peer observation lessons, local school created teacher videos, and re-delivery sessions in LLT/MLT. ● Certified teachers have participated in local Gifted Leadership Team (GLT) professional learning, local in Ya'll Come Sessions for portfolio implementation and district-led Gifted Training to support advanced content/high achiever/gifted learners. GLT 22 23 Overview 	
LSPI 180 Day Update			Data Update on Available Measures