



2019 - 2020

Local School Plan for Improvement

Rebecca Minor Elementary School

Scott Frandsen, *Principal*

Dr. Terry Watlington, *Assistant Superintendent*

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), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

• Long Term Goal

Minor Elementary will increase student performance on all sub-tests of the Georgia Milestones Assessment. By the 2021 administration, at least 50% of students will score proficient or distinguished in all content areas.

o Annual Goal

45% of 1st grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA.

45% of 2nd grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA.

43% of 3rd grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA. 37% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 ELA GMAS as compared to 28% 2018-19.

40% of 4th grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA. 37% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 ELA GMAS as compared to 33% 2018-19.

25% of 5th grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA. 36% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 ELA GMAS as compared to 34% 2018-19.

Minor will increase our CCRPI score from 2018-19 by 3% or score in the top 25% of Georgia elementary schools in 2019-20.

All students will make at least one year of growth in Reading as measured by the BAS Reading Assessments based on their beginning of the year level.

Implementation Design



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- **Building Parent Capacity**

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. They will be introduced to strategies that they can use at home to promote positive behaviors, increase attendance, and provide academic support. The Parent Center will be open at a variety of scheduled times for material check-out, help sessions, and conferencing.

Teachers will receive a monthly communication focused on tips and strategies to communicate more effectively with parents and community. In addition, our Parent Instructional Coordinator will conduct professional learning at least three times a year to build the capacity of teachers in communicating and record keeping of TITLE I documentation.

- **Collaborative Planning**

The district Literacy Instructional Support Specialist will work collaboratively with the school instructional team and local school literacy coaches to provide instructional guidance to K-5 grade level teams in the following areas:

- a. Modeling, coaching, and supporting grade level planning to ensure instruction at the appropriate depth for the language arts AKS. Each Thursday teachers will review common or district assessments or student work to ensure that the teaching and practice match the rigor of the standard. In addition, teachers will analyze the standards and pacing guide for language arts and determine quality plus teaching strategies to incorporate in the lesson. Administrators will attend grade level planning sessions to participate in the discussions and monitor progress.
- b. Modeling and coaching on the implementation of Balanced Literacy gradual release of responsibility framework to inform flexible learning groups, formative assessment, and differentiated instruction embedded in the language arts AKS.

Progress will be monitored through GTES evaluations, informal classroom and coach observations and data talks to provide ongoing feedback to teachers.

- **Literacy Cohort**

Two teachers per grade level and selected support staff will receive targeted staff development and coaching on literacy strategies. Selected teachers will redeliver strategies to their grade level during collaborative planning session. They will model these practices each month and demonstrate best practices during 6 model classroom sessions. Progress will be monitored by attendance and model classroom visits from administration and teachers.

- **LLI Intervention**

Special Education Teachers will provide students with specialized literacy intervention during the 30-minute segment daily. Teachers will be trained and supported by district coaches to deliver a specialized reading intervention program to selected students who are reading two years below their grade level expectations.

Progress will be monitored by Minor Administrators conducting classroom visits, and will review student assessment results as measured on the Benchmark Assessment System and District Assessments.



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o Annual Goal

85% of 1st grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 MA DA.

70% of 2nd grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 MA DA.

40% of 3rd grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 MA DA.

37% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 MA GMAS as compared to 31% 2018-19.

40% of 4th grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 MA DA.

46% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 MA GMAS as compared to 44% 2018-19.

40% of 5th grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 MA DA.

36% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 MA GMAS as compared to 34% 2018-19.

Implementation Design

• Building Parent Capacity

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. They will be introduced to strategies that can be used at home to promote positive behaviors, increase attendance, and provide academic support. The Parent Center will be open at a variety of scheduled times for material check-out, help sessions, and conferencing. In addition, Minor will continue to partner to offer free language classes for parents who desire to learn English.

Teachers will receive a monthly communication focused on tips and strategies to communicate more effectively with parents and community. In addition, our Parent Instructional Coordinator will conduct professional learning at least three times a year to build the capacity of teachers in communicating and record keeping of TITLE I documentation.

• AKS/CQI

Minor will have a designated 30-minute segment daily to provide students with remediation/re-teaching of ELA and Math standards based on student data and need. Teachers will identify low AKS from the most recent district assessment and deliver differentiated instruction based on students' needs.



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- **Balanced Numeracy**

The district Math Instructional Support Specialist will work collaboratively with the school instructional team and local school coaches to provide instructional guidance to K-5 grade level teams in the following areas:

- a. Modeling, coaching, and supporting grade level planning to ensure instruction at the appropriate depth for the Math AKS. Protocols will be used for examining student work and planning instructional moves. Administrators will attend grade level planning sessions to monitor progress.
- b. Modeling and coaching on the implementation of Balanced numeracy gradual release of responsibility to inform flexible learning groups, formative assessment, and differentiated instruction embedded in the Math AKS. Progress will be monitored through GTES evaluations, informal classroom and coach observations to provide ongoing feedback to teachers.
- c. Teachers will embed eCLASS instructional practices as part of the balanced numeracy framework. This will be monitored through observations, staff development attendance and usage data reports.

- **Monitoring of Student Assessment Data**

Data talks will continue to be conducted with teachers after each DA during collaborative planning to determine the instructional needs of students. Administrators will also meet with each teacher to discuss the progress that each student is making in their class. During these data talks, teachers will continue to share student progress on the district assessments, BAS reading levels, student writing data and SST/RTI results and develop instructional plans for student.

- o **Annual Goal**

20% of 3rd grade students who participate in the SC district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SC DA.

25% of 4th grade students who participate in the SC district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SC DA.

50% of 5th grade students who participate in the SC district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SC DA. 35% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 GMAS as compared to 32% 2018-19.

15% of 3rd grade students who participate in the SS district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SS DA.

15% of 4th grade students who participate in the SS district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SS DA.

20% of 5th grade students who participate in the SS district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SS DA. 24% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 GMAS as compared to 16% 2018-19.

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity



2019 - 2020

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- **Collaborative planning**

The district Social Studies and Science Instructional Support Specialist will work collaboratively with the school instructional team to provide instructional guidance to K-5 grade level teams in the following areas:

- a. Modeling, coaching, and supporting grade level planning to ensure instruction at the appropriate depth for the language arts AKS. Teachers will analyze the standards and pacing guide for Science and Social Studies and determine quality plus teaching strategies to incorporate in the lesson. Administrators will attend scheduled planning sessions to participate in the discussions and monitor progress.
- b. Teachers will review common or district assessments or student work to ensure that the teaching and practice match the rigor of the standard.
- c. Teachers will participate in three Saturday planning sessions to develop additional assessments and plan in SC/SS
- d. Teachers will incorporate SC/SS texts in the literacy block.

- o **Annual Goal**

Minor Elementary will decrease the number of discipline referrals from 147 to 89.

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity

- **PBIS Monitoring**

Teachers, counselors, and social worker will monitor daily attendance of all students through various incentives, such as daily attendance check-ins and a school-wide attendance program. Perfect attendance will be celebrated quarterly for students.

SWIS/PBIS data will be analyzed and reviewed monthly at the PBIS team meetings and shared with administration and staff monthly.

Attendance data will be shared with staff on a quarterly basis.

Attendance and SWIS/PBIS data will be shared with Counseling Advisory Council twice a year.

Teachers will deliver weekly PBIS lessons based on identified behaviors from the on-going data.

Minor Elementary will host parent involvement workshops as learning opportunities for parents regarding attendance, behavior management, positive reinforcement, and PBIS. The Parent Instructional Coordinator and Counselors will facilitate workshops that build parents' capacity in understanding how attendance and behavior impact academic achievement. Parents will learn more about strategies to ensure successful behavior and attendance practices for their child(ren).



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- **Long Term Goal**

Stakeholder Perception & School Improvement Standards Goal: Perception survey results will reflect high levels of confidence in our ability to provide high quality instruction, positive culture and high standards. Survey averages will exceed the county mean score for all elementary schools.

- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in the Parent Involvement Policy and School/Parent Compact.