

2022-2023 Local School Plan for Improvement (LSPI)

School: Minor Elementary Principal: Dr. 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. Social and Emotional Learning (SEL) and Positive Behavioral Intervention 	<div style="border: 1px solid black; padding: 10px; text-align: center; 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</td> <td>86% almost always/</td> <td>88%</td> </tr> </tbody> </table>	Question	Baseline	Target	#2 "I enjoy coming to this	86% almost always/	88%
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		<p>and Support (PBIS) lessons will be taught weekly with fidelity. Provide and audit 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 and Emotional Learning (SEL) 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: 25%;">school.”</td> <td style="width: 50%;">sometimes true</td> <td style="width: 25%;"></td> </tr> <tr> <td>#3 “I am hopeful about my future.”</td> <td>75% almost always/sometimes true</td> <td>77%</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center; padding: 5px;">Minor will increase the percentage of staff responding positively to the following question on the staff perception survey.</td> </tr> <tr> <td style="width: 25%;">Question</td> <td style="width: 50%;">Baseline</td> <td style="width: 25%;">Target</td> </tr> <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> </table>	school.”	sometimes true		#3 “I am hopeful about my future.”	75% almost always/sometimes true	77%	Minor will increase the percentage of staff responding positively to the following question on the staff perception survey.			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>LSPI 90 Day Update</p> <ol style="list-style-type: none"> 1. The Student Council was formed in September and has presented to the administrative team and Local School Council regarding newly developed initiatives. Seven 5th grade members of the Student Council meet weekly with the 5th grade counselor and have begun to seek feedback from their peers. Six students from 4th grade are being added for the second semester to ensure stability of the Student Council for next year. 		<p>Data Update on Available Measures</p> <p>The Student Wellness Survey will be administered in March.</p> <p>We are still awaiting data from the staff perception survey.</p>																

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2. SEL/PBIS lessons are taught by each classroom teacher on Wednesdays. The PBIS team meets once a month and regularly updates the product notebook. Effectiveness is assessed during each meeting using the district-developed agenda template.
3. An SEL committee has been developed and meets once a month. SEL and PBIS lessons have been developed and are housed on our Google Drive and Safari Montage.
4. Teachers lead morning meetings daily with their students. Strategies for effective morning meetings have been shared with staff by our SEL committee and counselors.
5. Two students who consistently exhibit pre-selected character traits are recognized monthly by each teacher. Three staff members are recognized monthly using our Mighty Minor staff incentive.

LSPI 180 Day Update

Data Update on Available Measures

Equity 2A:
Multi-tiered system of supports

To provide students and staff with the necessary targeted support and enrichment that increases opportunities to succeed.

1. Administer Universal Screeners (Dibels-8, i-Ready 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.
3. Conduct monthly Tier 2 data talks that will include academic press and the supportive community needs of each student.

Minor ES will decrease the % of all Milestones tests in which students scored at the beginning level.

Baseline	Target
31%	28%

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		<p>4. Develop a Multi-Tiered System of Supports (MTSS) team throughout the school year.</p> <p>5. Students will receive intervention in the content areas of language arts and math during Patriot Time.</p> <p>6. Struggling readers in K-1 will participate in Saturday reading intervention.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 30%;">Baseline</th> <th style="width: 30%;">Target</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>73%</td> <td>80%</td> </tr> <tr> <td>ELL</td> <td>62%</td> <td>68%</td> </tr> <tr> <td>SWD</td> <td>45%</td> <td>48%</td> </tr> <tr> <td>Black</td> <td>71%</td> <td>78%</td> </tr> <tr> <td>Hispanic</td> <td>66%</td> <td>72%</td> </tr> <tr> <td>Free/Reduced Meals</td> <td>63%</td> <td>69%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="2" style="padding: 5px;">Minor ES will increase the percentage of students moving one/more than one performance band on the ACCESS test.</td> </tr> <tr> <th style="width: 50%;">Baseline</th> <th style="width: 50%;">Target</th> </tr> <tr> <td>57%</td> <td>62%</td> </tr> </table>	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>LSPI 90 Day Update</p> <p>1. i-Ready diagnostics in math and reading were administered in August/September to all students in grades 1-5 and again in December/January to students in grades K-5. 28 students were identified for further gifted testing from the beginning of the year universal screener. 20 students were identified for further testing from the mid-year universal screener. The universal screener data was</p>		<p>Data Update on Available Measures</p> <p>Milestones will be administered to students in grades 3-5 in May.</p>																												

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also used to identify students who were in need of Tier 2 support. DIBELS 8 was administered in September and January to all Kindergarten students.

2. Imagine Learning is currently utilized by 283 students. Data from this program is used to determine student instructional needs. This program is available to all students K-5.
3. Our MTSS intervention team was created and has met four times this year. The team engaged in the Fidelity Self Assessment to determine areas of strengths and opportunities on the school wide MTSS framework.
4. Monthly MTSS professional learning opportunities are provided for all teachers and support staff.
5. Monthly data talks are scheduled on the master calendar for the MTSS team, grade level teams and support staff to attend in an effort to build our Response to Intervention practices. In addition, counselors, administrators and our local social worker are collaborating regarding attendance concerns and wrap-around services for students in need of additional support (Tier 2 and Tier 3).
6. Ongoing training has been provided for teachers on how to effectively use Tier 2 and Tier 3 interventions such as Wilson, Specialized Program Individualizing Reading Excellence (SPIRE), Foundations, Stephanie Harvey Toolkit, Hand 2 Mind, Language Essentials for Teachers of Reading and Spelling (LETRS), and Orton-Gillingham strategies when working with at-risk students.
7. We have partnered with Future Forward tutoring services to provide additional instructional support. There are currently 29 students receiving these services.
8. We provided Extended Learning Time (ELT) opportunities for students who qualified in 1st - 5th grade on Wednesday after school. 57 Students participated in this program to receive additional mathematics and reading support.

ACCESS is currently being administered to ESOL students and results will be shared in May.

LSPI 180 Day Update

Data Update on Available Measures

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<p>Equity 2B: Opportunity and access</p>	<p>To provide students and staff with targeted support and enrichment that increase opportunities to succeed.</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. 2. Increase opportunities and pathways for all students to demonstrate eligibility for gifted/talented programs. 3. K-1 will pilot the EL literacy curriculum to support the literacy development of students. 	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td colspan="2" style="padding: 5px;">Minor ES will increase the percentage of students identified as Gifted/Talented.</td> </tr> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Baseline</td> <td style="width: 50%; text-align: center; padding: 5px;">Target</td> </tr> <tr> <td style="text-align: center; padding: 5px;">6%</td> <td style="text-align: center; padding: 5px;">8%</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td colspan="3" style="padding: 5px;">Minor ES will decrease the number of all students who receive ISS and OSS during the 2022-23 school year.</td> </tr> <tr> <td style="width: 33%; text-align: center; padding: 5px;">Suspension Type</td> <td style="width: 33%; text-align: center; padding: 5px;">Baseline</td> <td style="width: 33%; text-align: center; padding: 5px;">Target</td> </tr> <tr> <td style="padding: 5px;">In-school Suspension (ISS)</td> <td style="text-align: center; padding: 5px;">29</td> <td style="text-align: center; padding: 5px;">26</td> </tr> <tr> <td style="padding: 5px;">Out of School Suspension (OSS)</td> <td style="text-align: center; padding: 5px;">13</td> <td style="text-align: center; padding: 5px;">11</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Minor ES Kindergarten and 1st grade students will demonstrate literacy growth as measured on midyear and end of year screeners</td> </tr> </table>	Minor ES will increase the percentage of students identified as Gifted/Talented.		Baseline	Target	6%	8%	Minor ES will decrease the number of all students who receive ISS and OSS during the 2022-23 school year.			Suspension Type	Baseline	Target	In-school Suspension (ISS)	29	26	Out of School Suspension (OSS)	13	11	Minor ES Kindergarten and 1st grade students will demonstrate literacy growth as measured on midyear and end of year screeners
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<p>LSPI 90 Day Update</p> <ol style="list-style-type: none"> 1. The PBIS team has delivered data updates each month during faculty meetings and identified specific themes of behavior for staff and students to focus on. Counselors have provided training on PBIS/SEL lesson resources in Navigate 360, Nearpod and our local Google drive. 2. Our gifted team and teachers are analyzing screener data, along with portfolio information to determine eligibility for gifted services. We currently have 61 students identified which is approximately 7%. We anticipate identifying other students as the year progresses. 3. 40 K-1 students were identified for the first semester reading program. Students attended Saturday sessions twice a month for two hours that began in August and ended in December. Another cohort of 54 students has met for two sessions during February with six additional two-hour sessions scheduled this spring. 			<p>Data Update on Available Measures</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: center;">Minor ES will increase the percentage of students identified as Gifted/Talented.</td> </tr> <tr> <th style="width: 33%;">Baseline</th> <th style="width: 33%;">Current</th> <th style="width: 34%;">Target</th> </tr> <tr> <td style="text-align: center;">6%</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">8%</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Minor ES will decrease the number of all students who receive ISS and OSS during the 2022-23 school year.</td> </tr> <tr> <th style="width: 15%;">Suspension Type</th> <th style="width: 20%;">Baseline</th> <th style="width: 20%;">Current</th> <th style="width: 45%;">Target</th> </tr> </table>	Minor ES will increase the percentage of students identified as Gifted/Talented.			Baseline	Current	Target	6%	7%	8%	Minor ES will decrease the number of all students who receive ISS and OSS during the 2022-23 school year.				Suspension Type	Baseline	Current	Target
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LSPI 180 Day Update			Data Update on Available Measures			
Effectiveness 3A: Results-Based Evaluation System	To sustain the legacy of excellent	1. Teachers will participate in training from local school coaches on				

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performance at Minor Elementary while responding to the diverse needs of a growing community.

- 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.

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<p>LSPI 90 Day Update</p> <ol style="list-style-type: none"> 1. The Patriot Cohort has met monthly to receive training from local coaches on small group strategies, student work analysis, and literacy instruction. Using the train the trainer model, the cohort has redelivered the training to grade level teams each month. 2. Teams meet twice a week to collaborate on assessments and lesson plans. The teams also have analyzed both local and district formative and summative assessments to determine small group instruction and re-teaching needs of students. 3. Administrators are attending the planning sessions and providing formal and informal feedback after observations and during planning. 4. Grade level chairs have gone on observations of their teams first semester along with individual teachers who have requested it. After each observation, the teachers and administration established key takeaways to bring back to the teams or individual classrooms. Content leads are scheduled to observe their specific contents in the second semester to help determine collaboration levels and next steps for collaborative planning. Individual teachers can also continue to request observation opportunities to learn from their peers. 			<p>Data Update on Available Measures</p> <p>Milestones will be administered to students in grades 3-5 in May.</p> <p>ACCESS is currently being administered to ESOL students and results will be shared in May.</p>	
<p>LSPI 180 Day Update</p>			<p>Data Update on Available Measures</p>	
<p>Excellence 4A: Preferred education destination</p>	<p>Cultivate school quality, climate and culture that is</p>	<p>1. Workshops and instructional resources that are aligned to the standards will be provided to parents</p>		

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	<p>student-centered and committed to the success of each and every child.</p>	<p>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> <p>2. Play 2 Learn sessions will be offered to parents during the week to develop parent and child capacity.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">Minor ES will increase the percentage of families responding positively to the following family satisfaction EES Family Survey items.</td> </tr> <tr> <th style="width: 30%;">Question</th> <th style="width: 35%;">Baseline</th> <th style="width: 35%;">Target</th> </tr> <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 a good job of preparing my student for a successful future."</td> <td>90% almost always/ often true</td> <td>92%</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">Minor ES will increase the percentage of students responding positively to the EES Student Survey item.</td> </tr> <tr> <th style="width: 30%;">Question</th> <th style="width: 35%;">Baseline</th> <th style="width: 35%;">Target</th> </tr> <tr> <td>#1 "Adults in</td> <td>84% almost</td> <td>86%</td> </tr> </table>	Minor ES will increase the percentage of families responding positively to the following family satisfaction EES Family Survey items.			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 a good job of preparing my student for a successful future."	90% almost always/ often true	92%	Minor ES will increase the percentage of students responding positively to the EES Student Survey item.			Question	Baseline	Target	#1 "Adults in	84% almost	86%
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<p>LSPI 90 Day Update</p> <ol style="list-style-type: none"> 1. Workshops have been facilitated by our parent outreach liaison in partnership with the University of Georgia. These workshops have addressed a wide variety of topics such as transitioning into the American educational system and behavior management at home. The parent center has also continuously checked out materials to families to build the capacity of each and every family. 2. Play 2 Learn sessions are facilitated weekly by our Parent Instructional Coordinator and our Parent Outreach Liaison. This program has expanded from one class to two because of high interest. These sessions effectively develop the capacity of 50 families and their children. 			<p>Data Update on Available Measures</p> <p>The Student Wellness Survey will be administered in March.</p> <p>Milestones will be administered to students in grades 3-5 in May.</p>								
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