

2022-2023 Local School Plan for Improvement (LSPI)

School: M.H. Mason Elementary Principal: David W. Jones

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)
<p>Goal 1.B – Staff and student wellbeing Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.</p>	<p>For each child to achieve at her or his highest potential students, their families, and staff must be embraced, valued equally, and served with equity—regardless of race, ethnicity, religion, sexual orientation, gender, socio economic</p>	<p>Action Steps: Implement Pride Time SEL Lessons School Wide</p> <p>Provide Professional Development for Teachers SEL Lessons</p> <p>School’s SEL Team participate Cluster SEL Vertical Team</p> <p>Culturally Responsive Teaching Team to promote a sense of</p>	<ul style="list-style-type: none"> • Mason Elementary will show an improvement in the Student ESS Survey on the question “I enjoy coming to this school” from 45% to 50% (2023). • Mason Elementary School will show an improvement in the Parent ESS Survey on the question “The district places emphasis on social emotional learning in addition to core academic learning” from 81% to 85% (2023).

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	circumstance, or disability.	belonging among students and staff	
LSPI 90-Day Update		Data Update on Available Measures	
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>Wellness Screener has been given to each eligible student and information has been analyzed to address the needs of the student body as well as individual students.</i> ● <i>Monthly staff Social and Emotional learning Professional Learning has been provided to staff to promote student and staff wellbeing.</i> ● <i>Classroom lessons have been created and shared with teachers for students to have twice weekly Social and Emotional Lessons throughout the first three quarters of the school year.</i> ● <i>The school has formed a Social and Emotional Learning Team consisting of an administrator, teachers, and counselors. This team participates as part of the cluster SEL Vertical Team.</i> ● <i>The Culturally Responsive Teaching Team has been formed and meets monthly to increase inclusiveness in all school practices. The team serves as the school's Media Committee to approve purchases.</i> ● <i>A Staff Wellness Room has been created by teachers for staff.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● <i>Analyze staff, parent, and student Educational Effectiveness Surveys to identify specific needs of each group.</i> 		<p><i>Educational Effectiveness Survey will be available at the 180 day updates.</i></p>	

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<p>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.</p>	<p>To reach and teach each and every child, a well-defined and executed multi-tiered system of supports (MTSS) must be in place focused on the whole child (academically and non-academically).</p>	<p><u>Action Steps:</u> Training for all MTSS Team Members on proper MTSS processes</p> <p>Use of student screeners to identify student strengths and opportunities</p> <p>Implement instructional practices to address specific needs of each student</p>	<ul style="list-style-type: none"> Mason Elementary will show an improvement in the Staff ESS Survey on the question, “Instruction is individualized to meet the needs of each student” from 91% to 95% (2023). Percent of students achieving in the beginning level will decrease on the 2023 GMAS ELA. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">2022 Baseline</th> <th style="width: 35%;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td>English Learner</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td>Free/Reduced Meals</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">32%</td> </tr> <tr> <td>Special Education</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table>		2022 Baseline	2023 Target	All Students	23%	20%	Black	26%	23%	English Learner	20%	17%	Hispanic	31%	28%	Free/Reduced Meals	35%	32%	Special Education	58%	55%
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<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> <i>Certified staff have received training on MTSS processes during the first semester.</i> <i>MTSS Tier Two Meetings have been scheduled for the remainder of the year.</i> 																								

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- *A Team of MTSS Instructional/Support Teachers has been identified for the upcoming year and are currently enrolling in relevant training for their new positions.*
- *At this time, all eligible students have been given the appropriate beginning of the year and middle of the year screeners using the I-Ready platform.*
- *Screeners are used to identify students who require acceleration and intervention.*
- *Teachers use MTSS to identify specific behavior goals for students and work with the PBIS team to identify monthly school-wide goals and lessons for student behavior.*

Implementation Plan Next Steps:

- *Continue to train MTSS Instructional Resource Teachers on specific process and district prescribed interventions.*
- *Continue to refine Tier II processes to better identify the needs of specific students.*

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<p>Equity Goal 2.B – 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>Action Steps: Schoolwide implementation of the Science of Reading by analyzing the components of new pilot curriculum materials that meet the needs of each and every student.</p> <p>Schoolwide implementation of STEM instructional practices that enable students to use Science, Technology, Engineering, and Mathematics to solve real-world problems.</p>	<ul style="list-style-type: none"> ● Percent of students achieving in the beginning level will decrease on the 2023 GMAS as noted below. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">2022 Baseline</th> <th style="width: 35%;">2023 Goal</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td>English Learner</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td>Free/Reduced Meals</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">32%</td> </tr> <tr> <td>Special Education</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table>		2022 Baseline	2023 Goal	All Students	23%	20%	Black	26%	23%	English Learner	20%	17%	Hispanic	31%	28%	Free/Reduced Meals	35%	32%	Special Education	58%	55%
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<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>EL Instructional Pilot has been fully implemented at all grade levels as a tool to create opportunity and access to materials for all students.</i> ● <i>STEM instruction and Project Based Learning has been implemented at all grade levels creating opportunity and access to a rigorous and innovative curriculum.</i> 																								

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- *Coding, robotics, Agricultural STEM, Computer Science, Video Creation pathways continue to be implemented at all grade levels. Students are currently engaged in a video creation pathway for the first time.*

Implementation Plan Next Steps:

- *Monitor the impact of the instructional pilot for English Language Arts.*
- *Implement Problem Based Learning units during the second semester on each grade level.*
- *Continue to refine and provide instruction on the pathways cited above for each student.*

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Effectiveness 3A

Redesign Results-Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.

The Results-Based Evaluation System (RBES) is used to measure performance in the achievement of system goals and to define accountability at the district, division, school, and classroom levels. As applied to schools through annual Weighted School Assessments, RBES promotes continuous improvement through the identification of strengths and weaknesses and acts as a vehicle to communicate the school's performance. – Policy BAA Board's Theory of Action for Change to Improve Student Achievement, Policy BAAB Academic Accountability.

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.

Action Steps:

Professional Learning for instructional staff that focuses on SEL for students and for adults.

Professional Learning for each teacher that focuses on effective use of data from formative assessments to determine targeted interventions.

- Mason Elementary will show an improvement in the Student ESS Survey on the question “In this school there is more than one adult that knows and cares about me” from 72% to 80% (2023).
- Percent of students achieving in the beginning level will decrease on the 2023 GMAS.

	2022 Baseline	2023 Goal
All Students	23%	20%
Black	26%	23%
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<p>Implementation Plan Progress:</p> <ul style="list-style-type: none">● <i>Through the universal screener (iReady), staff has systematically identified students who require early intervention or those who have made significant growth and are ready to exit the Early Intervention Program (EIP). Staff have qualified a much greater number of students for gifted testing than in prior years and qualified more students at lower grade levels. More students in programs such as ESOL and Special Education have been evaluated for gifted services.</i>● <i>Mason staff continue to build a strong Multi-tiered System of Supports (MTSS) infrastructure and refine processes to better identify and support students at risk.</i>● <i>The daily AKS/Lion Time has provided the opportunity to reinforce, re-teach, and enrich student learning based on the needs of each student. This daily, designated time allows for instructional staff to better support small groups of students without pulling them from their classroom content instruction.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none">● <i>Continue to provide Social and Emotional Learning Lessons for staff and students throughout the second semester.</i>● <i>Monitor the impact of lessons as they pertain to academics and behavior through surveys and discipline data.</i>	

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<p>Excellence 4A Preferred education destination Be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.</p>	<p>To become a preferred education destination, Mason team members must anticipate the future skills needed for success at the next level and design innovative responses to prepare students for that future state, never stagnating.</p> <p>We must value employees at all levels and in every facet of the organization as evidenced by elevating their voices in decision-making, recognizing their work, celebrating their success and prioritizing work-life balance.</p>	<p>Action steps: Seek STEM recertification in the 2022-2023 school year.</p> <p>Communicate Mason as a STEM school with a rigorous course of study in which each student is challenged and engaged in real world problem solving.</p>	<ul style="list-style-type: none"> ● Mason Elementary School will increase the family participation rate on the ESS survey from 21% (2022) to 25% (2023). ● Mason Elementary will show an improvement in the Family ESS Survey on the question “My student is challenged with a rigorous course of study at this school.” from 74% to 80% (2023). ● Mason Elementary School will earn STEM re-certification from the state of Georgia during the 2023 school year.
<p>LSPI 90-Day Update</p>			<p>Data Update on Available Measures</p>
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>In an effort to build capacity, a grant of \$16,780 dollars was received and utilized by Mason teachers from the Georgia DOE under the STEM/STEAM Professional Learning Innovative Competitive Grant to create and/or support sustainable</i> 			<p>The grant was fully used during the first semester to provide professional learning and collaboration with our educational partners fostering a real world learning opportunity for Mason teachers.</p>

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STEM/STEAM professional learning goals that connect content areas across the curriculum.

- *Mason STEM has been effectively communicated through the Mason Science Fair which was highly attended by a large number of stakeholders and community members including Dr. Calvin Watts who recognized the efforts of students and staff to the Board of Education.*
- *Currently, Mason Elementary School has submitted artifacts in a digital format for review to the State Board of Education as the next step toward STEM recertification by the State of Georgia.*

Implementation Plan Next Steps:

- *Conduct virtual STEM visits with the district and the State of Georgia in preparation for an April in person STEM visit from the State Department of Education.*