

2022-2023 Local School Plan for Improvement (LSPI)

School: North Metro Academy of Performing Arts Principal: Dr. Rodriguez Johnson

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 | NMAPA is committed to a positive school environment in which we support student and staff wellbeing. We believe in creating a positive learning environment for our students; where the students feel safe and can be fully engaged in the learning activities. We also believe that it is imperative to | <ol style="list-style-type: none"> 1. Provide Professional Learning Opportunities for teachers, counselors, and behavior coach to increase the fidelity of the implementation of morning meetings and SEL lessons. 2. Continued incorporation of tier 1 and tier 1+ Positive interventions and supports through PBIS. 3. Maintain and refine after school clubs/activities that | <p><u>Student Wellbeing- EES Survey</u></p> <ul style="list-style-type: none"> ● I enjoy coming to school (Baseline 28.8% Goal 100%) ● Most students are respectful to others at this school. (Baseline 6.4% Goal 100%) ● In my classes, students are busy doing schoolwork. (Baseline 23% Goal 100%) <p><u>Staff Wellbeing - EES Survey</u></p> <ul style="list-style-type: none"> ● Teachers understand instructional strategies to support social emotional learning objectives. |

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| | <p>provide teachers and staff with the support to create a positive learning environment and ensure their well-being by prioritizing mental and physical health.</p> | <p>create a sense of belonging and community building/engagement.</p> <ol style="list-style-type: none"> 4. Adding a virtual wellness room for staff and students to provide wellness support throughout the school year. 5. Continue publishing a weekly staff newsletter providing just-in-time updates, staff celebrations, and images of teaching and learning as well as a newsletter for parents. 6. Identifying individual strengths of teachers and staff with support from leadership development to develop effective collaboration. 7. Identifying and implementing monthly celebrations that include birthdays, holidays, and the diversity within our student and staff population. 8. Identify and celebrate staff and student birthdays. 9. We will implement a wellness committee that will address staff and student well-being. | <p>(Baseline 57% Goal - 100%)</p> <ul style="list-style-type: none"> ● Teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction. (Baseline 57% Goal 100%) ● Peer observation/coaching and feedback are a tool we use to improve instruction. (Baseline 50% Goal 100%) |

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| <p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Key teachers attend SEL staff development and redliver SEL techniques during monthly Professional Development Sessions, Monthly Faculty meetings, weekly wellness Wednesdays. ● The administrative team has met with district personnel to implement Joyful Learning and Play 2 Learn; professional development has been scheduled for participating teachers and instructional materials are now on site for an effective implementation. ● A local school positive behavior intervention specialist was added to the staff Fall Semester 2022; Tier 1 & Tier 1+ positive interventions and support are being provided by the PBIS Interventionist bi-weekly throughout the year. ● Norcross District Behavior Coaches are supporting teachers on a regularly scheduled basis to build teachers capacity to provide Tier 1 & 1+ behavior techniques. ● Teachers and administrators continue to use awards and recognition (e.g., Eagle of the Month, Star Students, PBIS Classroom Winners, Teacher of the Month/Silver Spoon) as a part of PBIS to create a positive learning environment. ● Students and staff continue to participate in the weekly Drama Club, Step Team, Chorus, and Dance Ensemble. Running Club and Garden Club commence in the spring. Students and staff participated in the Winter Showcase and are currently preparing for the Black History Month program and spring recitals. ● While a virtual wellness room remains a goal, the SEL team collaborates to provide weekly Wellness Wednesday inspirational messages and tokens of appreciation. ● The administrative team continues to publish a weekly newsletter that provides just in time updates, celebrations, instructional strategies and tips and photos of teaching and learning. ● The administrative team also publishes a weekly newsletter to parents that includes event information, school updates, staff updates, counselor corner tips for parents (SEL), and Title 1 information. | | | <p>Data Update on Available Measures</p> <p>Data pending EES survey results.</p> |

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| <ul style="list-style-type: none"> Teachers and administrators are collaborating with the Leadership Development team to support teachers in identifying their strengths and ways to maximize the use of their strengths to create a culture of success. The sunshine committee continues to celebrate staff birthdays, holidays, and other life events, as well as birthdays are highlighted in weekly newsletter. ITIC and other staff members work together to highlight diversity such as Women's History Month, Hispanic Heritage Month, and Black History Month. NMAPA has been identified as an Active School and also has won the SHAPE grant from the State of Georgia. Norcross Cluster Behavior Coaches are supporting teachers on a regularly scheduled basis to build teachers capacity to provide Tier 1 & 1+ behavior techniques. Local and District Instructional Coaches continue to provide professional learning in EL and Math to teachers on a weekly basis during CLT and on digital learning and pre-planning days. | | | | | | | | | | | |
| LSPI 180 Day Update | | Data Update on Available Measures | | | | | | | | | |
| <p>Equity 2A: 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>NMAPA believes that it is essential to support all students. NMAPA will correctly identify students' needs and provide them with the necessary skills and support to ensure that they are successful in their academic and non-academic classes by removing all barriers to success. NMAPA</p> | <ol style="list-style-type: none"> 1. Create a MTSS Team to examine data and facilitate effective implementation of Multi-Tiered System of Supports 2. Administer MAP universal screener to identify students' individual level of needs. 3. Administration will attend PLO on MTSS Synergy | <ul style="list-style-type: none"> EES Student Universal Screener - Wellness <p>We will decrease the percentage of students that are in Tier 2 and Tier 3.</p> <p style="text-align: center;"><u>Academic Behavior</u></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Grade Level</th> <th style="padding: 5px;">Tier 3</th> <th style="padding: 5px;">Tier 2</th> <th style="padding: 5px;">Tier 1</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">3rd</td> <td style="padding: 5px;">10%</td> <td style="padding: 5px;">34%</td> <td style="padding: 5px;">56%</td> </tr> </tbody> </table> | Grade Level | Tier 3 | Tier 2 | Tier 1 | 3rd | 10% | 34% | 56% |
| Grade Level | Tier 3 | Tier 2 | Tier 1 | | | | | | | | |
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| | believes in providing teachers with the time to participate in professional learning opportunities to support the implementation of tiered supports. | <p>Training and redeliver to the MTSS team and Staff.</p> <ol style="list-style-type: none"> 4. Provided targeted tiered level 1, 1+, 2, and 3 supports. 5. Provide PLO for the implementation of EL Education Pilot and monitor the identified teaching strategies. 6. Utilize CFA data to inform instructional decisions. 7. Administration will facilitate collaborative planning for teachers to work with district coaches and each other. 8. Administration will facilitate KidTalks to determine students who are in need of increased tiered supports. 9. Teachers and Administration participate in data talks identifying the areas of need and/or areas of proficiency. | <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 15%;">4th</td> <td style="width: 15%;">0%</td> <td style="width: 15%;">62%</td> <td style="width: 15%;">38%</td> </tr> <tr> <td>5th</td> <td>3%</td> <td>41%</td> <td>56%</td> </tr> </table> <p>We will decrease the percentage of students that are Some and High Risk.</p> <p style="text-align: center;"><u>Belonging & Identity Survey Items</u></p> <p style="text-align: center;">I feel accepted at this School</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 15%;">No Risk</th> <th style="width: 15%;">Low Risk</th> <th style="width: 15%;">Some Risk</th> <th style="width: 15%;">High Risk</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>64%</td> <td>26%</td> <td>6%</td> <td>4%</td> </tr> <tr> <td>4th</td> <td>69%</td> <td>15%</td> <td>10%</td> <td>5%</td> </tr> <tr> <td>5th</td> <td>69%</td> <td>9%</td> <td>19%</td> <td>3%</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Belonging & Identity Survey Items</u></p> <p style="text-align: center;">In my school I feel that I belong to a group of friends</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 15%;">No Risk</th> <th style="width: 15%;">Low Risk</th> <th style="width: 15%;">Some Risk</th> <th style="width: 15%;">High Risk</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>52%</td> <td>26%</td> <td>12%</td> <td>10%</td> </tr> </tbody> </table> | 4th | 0% | 62% | 38% | 5th | 3% | 41% | 56% | Grade | No Risk | Low Risk | Some Risk | High Risk | 3rd | 64% | 26% | 6% | 4% | 4th | 69% | 15% | 10% | 5% | 5th | 69% | 9% | 19% | 3% | Grade | No Risk | Low Risk | Some Risk | High Risk | 3rd | 52% | 26% | 12% | 10% |
| 4th | 0% | 62% | 38% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5th | 3% | 41% | 56% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | No Risk | Low Risk | Some Risk | High Risk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3rd | 64% | 26% | 6% | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4th | 69% | 15% | 10% | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4th | 36% | 28% | 28% | 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| LSPI 90 Day Update | | | Data Update on Available Measures | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <ul style="list-style-type: none"> We have created an MTSS team that comprises the administrators, counselor, EIP teachers, and our PBIS coach that meet weekly to monitor and measure student progress. The MAP universal screener has been used to identify student levels of need. Teachers use the assessment data to create learning interventions and to identify potential gifted students. The administrative team has attended PLO on MTSS Synergy Training and redelivered it to the MTSS team and Staff. The administrative team and teachers convene data talks monthly to analyze CFA data and to adjust their instructional practices accordingly. The administration has led teachers by grade level in KidTalks/Data Talks every other week to determine which students need increased tiered support and to develop intervention plans (i.e., iReady, iSteep, Foundations, Amplify, Read180, Reading Recovery). Intervention Plans are monitored and responded to on an on-going basis. | | | <p>Data pending EES survey results.</p> | | | | | | | | | | | | | | | | |
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| <p>Equity 2B: Opportunity and access- Expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum, and advanced coursework.</p> | <p>NMAPA believes all students should have access to a high-quality, rigorous, and culturally relevant curriculum that includes culturally relevant immersion activities..</p> | <ol style="list-style-type: none"> 1. Continue the implementation of the pilot EL Education program for all students and provide On-going literacy professional development for all teachers. 2. Administer the MAP assessment to provide more access for Gifted education for all students in Grades 1-5. 3. Continuous professional development in the delivery of high-quality instruction in | <p><u>2021-2022 Georgia Milestone Scores</u> % of Developing, Proficient, & Distinguished</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Grade Level</th> <th style="width: 15%;">ELA</th> <th style="width: 15%;">Math</th> <th style="width: 15%;">Goal</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>53%</td> <td>64%</td> <td>80%</td> </tr> <tr> <td>4th</td> <td>54%</td> <td>55%</td> <td>80%</td> </tr> <tr> <td>5th</td> <td>72%</td> <td>48%</td> <td>80%</td> </tr> </tbody> </table> <p>Percentage / Number of Gifted Served Students</p> | Grade Level | ELA | Math | Goal | 3rd | 53% | 64% | 80% | 4th | 54% | 55% | 80% | 5th | 72% | 48% | 80% |
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| | | Math, Science, and Social Studies for all teachers. 4. Encourage teachers to obtain multiple endorsements & certifications to build skills. 5. Facilitate family engagement activities that directly support student achievement in Literacy, Math, and Science. | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">2020-2021</th> <th style="width: 33%;">2021-2022</th> <th style="width: 33%;">2022-2023</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> | | | 2020-2021 | 2021-2022 | 2022-2023 | | | |
| 2020-2021 | 2021-2022 | 2022-2023 | | | | | | | | | |
| | | | | | | | | | | | |
| LSPI 90 Day Update <ul style="list-style-type: none"> ● Teachers are continuing the implementation of the pilot EL Education program for all students as well as receiving on-going literacy professional development and feedback from district coaches as well as EL specialists. ● The MAP assessment was administered and we have increased the percentage of students identified as gifted. ● The district instructional coach for literacy and math continues to provide high quality professional development for all teachers. ● The Administration has met with district leaders to receive support and resources to implement Joyful Learning to support and increase parent involvement in student early learning. ● NMAPA continues to offer Play 2 Learn to support and increase parent involvement in student early learning. ● Our students are receiving Computer Science as an added addition to their curriculum as well as we have a Robotics team that meets weekly. | | | Data Update on Available Measures Data Pending Milestone Results | | | | | | | | |
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| Effectiveness 3A: | NMAPA believes in having high standards and | 1. Provide teachers with weekly feedback regarding instruction | <u>2021-2022 Georgia Milestone Scores</u> % of Developing, Proficient, & Distinguished | | | | | | | | |

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| Results-Based Evaluation System | expectations for all students and staff to ensure student success. | <p>through administrative classroom observations/feedback.</p> <ol style="list-style-type: none"> 2. Provide bi-weekly kid talks to discuss student data with all teachers. 3. Implement a vertical leadership team to review student data and focus on best practices. 4. Continue providing teachers with weekly collaborative planning meetings to analyze the standards, identify best instructional practice and develop effective lesson plans to meet the whole class and individual student's needs. 5. Provide professional development on the academic press and supportive community framework of MTSS. 6. Utilize Common Formative Assessments (CFA) to inform instructional decisions and monitor academics. | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Grade Level</th> <th style="width: 15%;">ELA</th> <th style="width: 15%;">Math</th> <th style="width: 15%;">Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">80%</td> </tr> </tbody> </table> | | | | Grade Level | ELA | Math | Goal | 3rd | 53% | 64% | 80% | 4th | 54% | 55% | 80% | 5th | 72% | 48% | 80% |
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| <ul style="list-style-type: none"> ● Teachers receive weekly feedback from the Admin team via GTES, NMAPA Walkthrough forms, and verbally during collaborative planning. ● The administration has led teachers by grade level in KidTalks/Data Talks every other week to determine which students need increased tiered support and to develop intervention plans (i.e., iReady, iSteep, Foundations, Read180, Reading Recovery). Intervention Plans are monitored and responded to on an on-going basis. ● Our Instructional Leadership Team meets monthly analyzing data and reviewing action steps to improve instruction and processes at the school. ● Teachers participate in weekly collaborative planning that includes district coaches, the local school coach, and administrators. ● The team is working to improve student performance on Georgia Milestones. | | | <p style="text-align: center;">Data Pending Milestone Results</p> |
| <p>LSPI 180 Day Update</p> | | | <p style="text-align: center;">Data Update on Available Measures</p> |
| <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 careers.</p> | <p>NMAPA is an elementary theme school in GCPS and a school choice. We are seeking to be the premier educational destination for all elementary students and the employer of choice for educators and staff to fulfill their careers.</p> | <ol style="list-style-type: none"> 1. Continue to provide students opportunities for specials in all four areas of the Fine Arts and afterschool club and activities. 2. Provide students opportunities to have Immersion Field Trips in the fine arts as well as educational field trips to expose them to multiple career and post college activities. 3. Continue sharing student success via multiple Social Media Platforms. . 4. Increase the number of Staff Recognitions & Celebrations | <p><u>EES Survey Data- Staff Wellbeing (see goal 1B)</u> <u>EES Survey Data - Student Wellbeing (see goal 1B)</u></p> <p><u>EES Survey Data- Family Wellbeing:</u></p> |

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| Strategic Priorities & Goals Focus Work | Rationale | Action Steps (Implementation Design) | How will you measure growth? Growth Factors (KPI Baseline & Targets) |
|---|-----------|---|---|
| | | <p>throughout the school year and provide opportunities for parents to provide staff appreciation.</p> <ol style="list-style-type: none"> 5. Provide Curriculum Nights each semester to families with just-in-time information for student success. 6. Provide PBIS celebrations quarterly for students to acknowledge academic and positive behavior successes. 7. Family Engagement Activities and Resources | |
| <p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● The administration staff continues to provide students opportunities for specials in all four areas of the Fine Arts and afterschool club and activities. ● We continue to provide students opportunities to have Immersion Field Trips in the fine arts as well as educational field trips to expose them to multiple career and post college activities, including . . . ● We continue to have a strong presence on all Social Media Platforms, including . . . ● We have increased the number of Staff Recognitions & Celebrations throughout the school year and provide opportunities for parents to provide staff appreciation, including . . . ● We continue to have PBIS celebrations quarterly for students to acknowledge academic and positive behavior successes. | | | <p>Data Update on Available Measures</p> |
| <p>LSPI 180 Day Update</p> | | | <p>Data Update on Available Measures</p> |

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