

2022-2023 Local School Plan for Improvement (LSPI)

School: Parsons Elementary Principal: Laura J. Clark

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 Goal 1A: Cultural competence Increase the cultural competency and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.	With 21 birth countries and 20 languages represented at Parsons, together we will learn and grow as we celebrate our diverse community with clarity: (1) that teachers are empathetic and caring (2) that teachers are reflective about their beliefs about people from other cultures; (3) that teachers are reflective about	1. Professional development to better understand personal biases and best practices to diminish the impact on instruction and student engagement 2. Identify personal areas for growth 3. Cultural Awareness events for stakeholders to understand and celebrate our diversity 4. The Media Selection Committee will focus on increasing culturally relevant texts 5. Communicate cultural events, religious holidays, and celebrations					
			Empathy 1A	Description	SY2022 Baseline	SY2023 Target	
			Increase the number of stakeholders responding positively on the EES Survey Cultural Competency items.	Family Survey - Parsons respects the different cultures within our community. Family Survey - My student learns about the cultures of our community at their school.	86%	73%	89%

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	<p>their own cultural frames of reference (4) that teachers are knowledgeable about other cultures</p>	<p>6. Cluster Vertical SEL will focus on building the capacity of all staff to ensure that all students feel welcome</p>			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <p>Staff Survey - We are provided training to meet the needs of our diverse student population.</p> </td> <td style="width: 10%; text-align: center;">81%</td> <td style="width: 30%; text-align: center;">84%</td> </tr> <tr> <td> <p>Student Survey - I am comfortable interacting with people from different racial or ethnic backgrounds.</p> </td> <td style="text-align: center;">73%</td> <td style="text-align: center;">76%</td> </tr> </table>	<p>Staff Survey - We are provided training to meet the needs of our diverse student population.</p>	81%	84%	<p>Student Survey - I am comfortable interacting with people from different racial or ethnic backgrounds.</p>	73%	76%
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LSPI 90-Day Update			Data Update on Available Measures								
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>Parsons continues to focus on celebrating our diverse cultures using the student morning broadcast, banners displayed in the front atrium, weekly newsletters, on social media and through cultural arts assemblies. We recently hosted a Children’s Choir from Korea, celebrated the Lunar New Year schoolwide and are currently celebrating Black History Month.</i> ● <i>Staff have received monthly professional learning on Social Emotional Learning. SEL practices are implemented in classrooms daily, during weekly CLT meetings, and during monthly staff meetings.</i> ● <i>The Peachtree Ridge Vertical Cluster Team has met three times this year focusing on how to support our cluster initiative in implementing Social Emotional Learning.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● <i>Monthly professional learning sessions will continue for the rest of the school year</i> ● <i>Hosting a Spring International Food Truck Night</i> ● <i>Scheduled author visits from culturally diverse backgrounds</i> ● <i>Continue book study</i> 			<p>**Survey data for growth measures above will be available at the 180 day updates.</p>								

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<p>Equity Goal 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>In order to reach and teach each and every child, a well-defined and executed multi-tiered system of support (MTSS) must be in place focused on the whole child (academically and non-academically).</p>	<ol style="list-style-type: none"> 1. Ensure schoolwide schedules are aligned to support multiple levels of intervention based on student needs 2. Ensure communication with stakeholders on tiered interventions 3. Ensure all staff understand that MTSS is a framework to prevent all students from experiencing poor learning outcomes 4. Implement and structure school-based professional development so that all teachers continuously improve instructional practices, data-based decision making, and delivery of interventions and supports 5. Implement PBIS to support positive student behavior outcomes 	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 15%;">Equity 2A</th> <th style="width: 30%;">Description</th> <th style="width: 15%;">SY2022 Baseline</th> <th style="width: 15%;">SY2023 Target</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 5px;">Increase the % of students exiting tiered intervention supports based on nationally-normed diagnostics and/or formative assessment tools.</td> <td style="text-align: left; padding: 5px;">Increase the percent of students being served in Tier 2 and Tier 3 interventions who exit EIP based on state guidelines.</td> <td style="padding: 5px;">35%</td> <td style="padding: 5px;">40%</td> </tr> <tr> <td style="text-align: left; padding: 5px; vertical-align: top;"> Decrease % of students in the Black, EL, Hispanic, Free Meals, and SPED student groups who are scoring in the Beginning Level on the Georgia Milestones Assessment System (Language Arts). </td> <td style="text-align: left; padding: 5px; vertical-align: top;"> Decrease the number of students in subgroups scoring at the Beginning Level on GMAS. 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LSPI 90-Day Update		Data Update on Available Measures																	
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>Pride Time is scheduled daily for all students.</i> ● <i>We have shared our MTSS infrastructure and interventions at PTA meetings and School Council meetings.</i> ● <i>Our MTSS Coordinator and MTSS Schoolwide Data Team have led professional learning opportunities for all classroom teachers.</i> ● <i>At the end of each 3-week Pride Time rotation, student data is analyzed and reviewed for future student groupings.</i> ● <i>We are currently in the implementation phase of PBIS. Our PBIS team attended the two day Tier 1 district training where the Tiered Fidelity Inventory was reviewed and next steps were established. The school's PBIS matrix has been presented to staff and will be shared with the community for feedback.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● <i>MTSS Schoolwide Data Team will continue to meet regularly to analyze schoolwide data and provide training for teachers</i> 		<p><i>Milestones data for growth measures above will be available at the 180 day updates.</i></p>																	
<p>Equity Goal 2B: 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 he or she 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>	<ol style="list-style-type: none"> 1. Year-long professional development plan that consists of training and job embedded coaching, feedback, and peer observation. 2. Implement talent development opportunities K-5 to develop the potential in students who are high achieving but have not yet qualified for gifted education. 3. Establish a Play2Learn program at our local school to provide support and resources to assist parents/caregivers to enhance their child's growth and learning from birth to age 5. 																	
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		<p>4. Provide an after-school daycare program at the local school to support families with after-school needs at a reduced rate.</p>				
				My teacher(s) tell me the purpose for each lesson or activity.	35.6%	38.6%
				Increase the percentage of students being referred for gifted testing and being found eligible. Number of students enrolled, divided by the number referred for gifted testing. Number of students enrolled, divided by the number of students found eligible for gifted.	19.3%	21.3%
				Increase the support and resources provided to parents/caregivers to enhance their child's growth and learning. Average attendance at the weekly Play2Learn sessions. Enrollment in GASP after-school program. Number of students who attend daycares, divided by the number of students who attend GASP.	N/A	32%
LSPI 90-Day Update			Data Update on Available Measures			
<p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>During CLT, teachers participated in peer observations in the DLI classrooms led by our literacy coach.</i> ● <i>Students in 2nd - 4th grade are assessed for potential placement in reading and math advanced content courses.</i> ● <i>We serve 1st grade students who need enrichment in the areas of reading and math through a Thinking Skills class during our Pride Time.</i> ● <i>Teachers who are supporting the enrichment groups during Pride Time are doing project-based learning and real life mathematical applications.</i> 						

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- *Parsons has a Readers Rally Team that competes at the district level.*
- *Due to the overall response from the community, two classes of Play-to-Learn were created to support students from birth to five years old. We currently have 31 students enrolled in Play 2 Learn. We have an average of 10 students attending the morning class, however, it is quickly growing. Our morning class started with only about 4-5 students two months ago, and our class is now at full enrollment. 15 students are the max that should attend each class due to the size of the classroom. We have an afternoon average of 12 students attending each week.*
- *We offer G.A.S.P. daily to our students. We currently have 52 students enrolled in the program.*

Implementation Plan Next Steps:

- *Continue to offer peer observations to teachers and teams*
- *Analyze screener data to identify students for gifted testing or enrichment classes*

**Effectiveness 3A:
Results-Based Evaluation System**
Redesign Results-Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.

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.

1. Professional learning that focuses on effective use of data to determine targeted interventions
2. Develop a school wide MTSS team that includes representation of all instructional areas
3. Ongoing professional development focusing on the district interventions for Tier 2 including Comprehension Toolkit, Amplify, Number Strings, mClass Burst Lesson, and iReady
4. Development of local school instructional expectations to establish clear instructional expectations which will be the focus for instructional “PRIDE Walks” and to use the LSPI monitoring tool for feedback

Effectiveness 3A	Description	SY2022 Baseline	SY2023 Target		
Decrease % of students in grades 3-5 in the Black, EL, Hispanic, Free Meals, and SPED student groups who are scoring in the Beginning Level on the Georgia Milestones Assessment System (Language Arts & Math).	BI-Black EL-Language Learner His-Hispanic FM-Free Meal SP-Special Education	ELA Baseline		ELA Target	
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		EL	15%	EL	13%
		His	19%	His	17%
		FM	18%	FM	16%
		SP	32%	SP	30%
		Math Baseline		Math Target	
		BL	17%	BL	15%
		EL	5%	EL	4%
		His	10%	His	8%

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	<p>Increase the number of students responding positively to items on the EES student survey in the supportive learning environment.</p>	<p>Item: Student success is celebrated in this school.</p> <p>Item: I enjoy coming to school.</p>	<p>56%</p> <p>40%</p> <p>59%</p> <p>43%</p>								

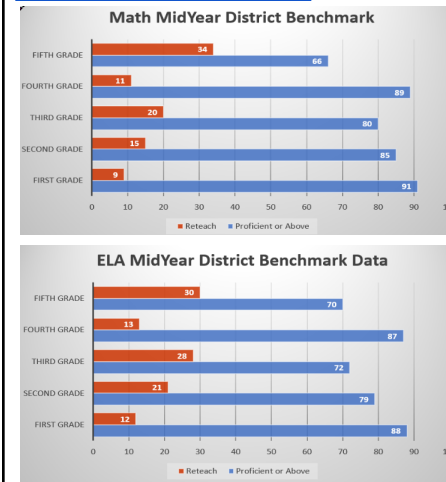
LSPI 90-Day Update

Data Update on Available Measures

Implementation Plan Progress:

- *Through our universal screener (iReady), we have been able to identify students that have made significant growth to exit the Early Intervention Program (EIP), qualify for additional gifted testing, show an indicator of success on the end of the year Georgia Milestones Assessment (GMAS) and provide data for teachers to guide instruction.*
- *We have built a strong Multi-tiered System of Supports (MTSS) process that has provided an opportunity for identifying and supporting at-risk students.*
- *The intervention specialists have supported our at-risk students, providing laser focused instruction targeting their individual needs. The intervention specialists have begun to implement the following programs/interventions to support learning: iReady, Literacy Intervention Kits, Foundations, Wilson Reading, Orton Gillingham, Amplify Reading, Hands on Math Standards, iSteep, and Number Strings.*

Parsons Mid Year Data



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- *Our daily AKS/Pride 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 intervention specialists (EIP, ESOL, & Gifted) to support small groups of students without pulling them from their classroom content instruction.*

Implementation Plan Next Steps:

- *Continue to do regular Pride Walks and provide teachers feedback*

**Excellence 4A:
World-class
communications and
engagement**

The implementation of a strategic communication plan is needed to meet the diverse needs of families, students, and staff members.

1. Establish school wide expectations for family communication that defines tools, frequency, and topics that are consistent across the school.
2. Offer parent workshops and create videos that focus on the needs of families.
3. Offer virtual and in-person options for families to attend parent teacher conferences and other meetings where stakeholder input is imperative to the success of the student.

Excellence 4A	Description	SY2022 Baseline	SY2023 Target
Parsons will increase their family participation rate on the EES survey.	Percent of families participating by completing the EES online survey.	15%	30%
Parsons Elementary School will increase the number of families responding positively to the item on communication.	Item: This school communicates effectively with my family.	81%	84%

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<p>Implementation Plan Progress:</p> <ul style="list-style-type: none">● <i>Teachers use eClass and Synergy to communicate information to families regarding their student's education on a regular basis.</i>● <i>We have a weekly electronic newsletter that is emailed to all families with important information, updates, and shares upcoming events.</i>● <i>We use social media pages to keep families informed of events and happenings, as well as share images of student learning.</i>● <i>We offer parent teacher conferences, SST, SARC meetings, and IEP meetings in person or on zoom to accommodate families' schedules.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none">● <i>Camp Read S'More will take place on February 23, 2023. Parent workshops will be presented based on a needs assessment parent survey.</i>● <i>Appropriate Tech usage presentation for parents in the Spring given by Cindy Antrim and the Discipline Office</i>● <i>GMAS Parent Workshop in the Spring given by admin and teachers</i>● <i>Give parents a way to share feedback through a Google form on our website and in the eNews</i>	