2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School   Principal: Chris Brown

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	In order for students and staff members to be fully engaged in the school community, they need to feel a sense of belonging. Therefore, Grayson Elementary School will implement strategies and interventions to focus on improving social emotional wellbeing for staff and students.	Teachers' emotions and stress levels have been found to influence those of students and other teachers. A wellness room will be created, with financial support from the community. This will offer teachers an opportunity to recharge and decompress throughout the school day to support their physical, emotional, and mental wellbeing. A wellness room for teachers will help to improve staff morale and student achievement.	See table below.

Empathy 1B: Staff and Student Wellbeing

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Student Wellbeing – EES Student Survey: I enjoy coming to this school.	Positive Responses 48%	53%	58%	63%	68%	73%
Student Wellbeing – EES Student Survey: I feel safe at this school.	Positive Responses 61%	65%	69%	73%	77%	81%
Staff Support – EES Staff Survey: I received training on instruction to support social emotional learning.	Positive Responses 48%	53%	58%	63%	68%	73%
Staff Support – EES Staff Survey: I incorporate social emotional instruction into my daily instructional delivery	Positive Responses 71%	74%	77%	80%	83%	86%

School: Grayson Elementary School   Principal: Chris Brown

		Through Positive Behavior Interventions and Support (PBIS), we recognize staff and students who display positive character traits. Staff will be recognized monthly with a gift and picture to be displayed in the main hallway. Students receive recognition in a variety of ways, including a certificate, breakfast, a book, a choice from the prize box. A picture also will be displayed in the main hallway. Students and staff will also be supported through behavior interventions when needed. This support will be provided through the behavior support team. Student social emotional wellbeing will be addressed at Grayson Elementary by implementing the following: classroom guidance, small group counseling, individual counseling, and a student mentor program. In addition, social emotional instruction, tied to PBIS strategies will be taught and displayed daily throughout the school. A Behavioral Support Specialist will also support students through Restorative Practices (RP). Restorative Practices is a term used to describe behaviors, interactions, and approaches which help build and maintain positive, healthy relationships, resolve difficulties and repair harm when there is conflict. Staff will receive training focused on interventions as alternatives to consequences.	

2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School   Principal: Chris Brown

Goal 1B: LSPI 90 Day Update	Data Update on Available Measures
- As we conclude semester one and begin semester two, we are continuing our progress towards mastery of our LSPI goals and objectives. - Our staff wellness room is fully operational and is receiving great reviews. Our staff members are taking advantage of brief moments to reflect, recharge, and relax. - Our PBIS team has successfully recognized students at our Ram of the Month Celebrations. We highlight their accomplishments at a morning breakfast and then allow them to choose a book from our "Book Vending Machine". We also celebrate our monthly staff members who have been nominated by their peers as examples of PBIS role models. These recognitions celebrate and highlight the positive actions of our students and staff. - Our guidance counselor continues delivering targeted classroom guidance lessons for each grade level. She has met with each K-5 classroom to deliver the classroom guidance curriculum in a timely and effective manner. In addition, she meets with small groups and individual students to provide specific and targeted support. - Our PBIS coach and Behavior Intervention Specialist meet with students on a weekly basis to provide behavioral support, provide restorative practices and set behavioral goals. Our mentor program continues to grow, and students are meeting with their mentors on a continual schedule.	- At this time, the EES surveys have not been given. We believe the work we are doing will help to increase the survey results. - Currently 26 students have been identified by staff members and are on a daily mentor check-in basis. 34 Students actively participate in small group SEL meetings with the Behavior Intervention Specialist.
Goal 1B: LSPI 180 Day Update	Data Update on Available Measures

| **Equity 2A:**
Multi-tiered system of supports | As a response to the academic and non-academic needs of each student, Grayson Elementary School will continue to support students' learning and behavior through a Multi-tiered System of Supports (MTSS). MTSS is a "tiered system of support that integrates assessment and intervention within a schoolwide, | MTSS provides a data-driven prevention based framework for improving learning outcomes for every student through a layered continuum of evidence based practices and systems. Grayson Elementary will implement the following practices to address the academic needs of the students. The practices include continued implementation of a school-based, problem-solving team (MTSS/RTI Team), | |

Equity 2A: Multi-tiered System of Supports

Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Milestones Assessment – 3rd grade reading status grade level or above - Hispanic Subgroup	61%	65%	69%	73%	77%	81%
Milestones Assessment – 3rd grade reading status grade level or above - Black Subgroup	71%	74%	77%	80%	83%	86%
Milestones Assessment – 3rd grade reading status grade level or above - EL Subgroup	62%	68%	72%	76%	80%	84%

	multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources" (Adopted from National Center on Response to Intervention, 2010).	Response to Intervention (RTI) process, Continuous Quality Improvement (CQI) practices, Early Intervention Program (EIP), Gifted and Talented Program, English for Speakers of Other Languages (ESOL) Program, after-school tutoring, Saturday Intervention Program, and differentiated, small group instruction. To address the non-academic needs of the students, school staff will provide the following: daily Social Emotional Learning (SEL), Mentors, individual counseling, small-group counseling, classroom guidance, PBIS student recognition and rewards, and modeling and teaching of school-wide behavior goals and expectations.	

Goal 2A: LSPI 90 Day Update

- Through our universal screener (MAP), 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: Read 180, iReady, Literacy Intervention Kits, Fundations, Wilson Reading, Orton Gillingham, Amplify Reading, Hands on Math Standards, iSteep, and Number Strings.

Data Update on Available Measures

MAP Growth Measures 2022 Fall – 2023 Winter

Language Arts: Reading

Grade (Winter 2023)	Total Number of Growth Events	Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**		**			**			**						
1	142	160.8	13.3	85	169.2	14.6	81	8	0.6	9.2	-0.65	26	142	68	48	46
2	147	178.4	18.3	85	185.1	17.1	79	7	0.6	8.2	-1.19	12	147	72	49	42
3	189	196.5	19.9	74	194.9	20.4	62	4	0.5	6.5	-2.21	1	189	77	41	30
4	151	199.1	16.5	66	203.0	16.8	58	4	0.7	5.3	-1.40	8	151	76	50	47
5	159	208.6	17.4	74	210.4	16.7	61	2	0.6	4.2	-2.44	1	159	73	46	40

Math: Math K-12

Grade (Winter 2023)	Total Number of Growth Events	Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	1	*		*			*			*						
2	145	165.0	12.8	83	175.0	13.6	87	10	0.5	9.0	0.80	79	138	91	66	62
2	145	178.4	13.6	75	184.0	13.0	60	6	0.5	8.1	-2.24	1	145	58	40	32
3	188	190.7	16.8	68	197.1	17.0	64	6	0.4	7.0	-0.57	28	188	97	52	48
4	154	200.3	14.4	60	206.1	15.0	57	5	0.5	5.8	-0.52	30	154	79	51	50
5	162	210.3	15.9	61	215.4	16.9	59	5	0.5	5.0	-0.33	37	162	81	50	47

School: Grayson Elementary School   Principal: Chris Brown

● Our daily AKS/CQI intervention time has provided the opportunity to reinforce, re-teach, and accelerate student learning based on the need of each student. This daily, designated time allows for intervention specialists (EIP, ESL, Gifted) to support small groups of students without pulling them from their classroom content instruction.	
Goal 2A: LSPI 180 Day Update	Data Update on Available Measures

2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School   Principal: Chris Brown

| **Equity 2B:** Opportunity and access | All students deserve equal access to a rigorous and relevant curriculum. Grayson Elementary will increase Kindergarten Readiness by implementing the Play 2 Learn Program, increase the number of students in the Gifted and Talented Program in historically underrepresented sub-groups, and increase the number of students attending Summer Enrichment and Acceleration (SEA). | Gwinnett County Public Schools recognized a need for school readiness and therefore provided opportunities to support and develop a local school Play 2 Learn program. This program, for children ages birth - five years old, accompanied by their parents or caregivers, encourages learning through play. Instructional and age appropriate materials are used throughout this weekly program.

The Gifted and Talented Program provides learning experiences that develop the use of thinking strategies and processes. Grayson Elementary will increase the number of students in the Gifted and Talented Program by providing staff development for teachers on characteristics of giftedness for underrepresented subgroups.

SEA is a free summer program that offers enrichment and acceleration opportunities as well as support for students who did not meet promotion requirements. Grayson Elementary will select students who will benefit the most from this summer learning opportunity. More students in underrepresented groups will be encouraged to attend this program. In addition, we will increase the number of SEA instructors allowing us to increase student enrollment. A Parent SEA informational | (see table and notes below) |

Equity 2B: Opportunity and Access						
Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Kindergarten Readiness – percent of students that are ready for kindergarten based on the Kindergarten Readiness Entry Profile (KREP) (All Students)	67%	70%	73%	76%	79%	82%
Kindergarten Readiness – percent of students that are ready for kindergarten based on KREP (Underserved subgroups)	48%	53%	58%	63%	68%	73%
Gifted and Talented Representation – Number of student racial /ethnic groups underrepresented in Gifted and Talented Programs (Hispanic, Free/reduced)	2	2	1	1	0	0

Target Enrollment in Play 2 Learn: 24 students
Baseline: 0
Current Projection: 22

KREP Scores

2022 Rising Kindergarten Academy Enrollment- 19 students
2023 Rising Kindergarten Academy Enrollment - 45 students

2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School   Principal: Chris Brown

		meeting will be held to inform parents of the various supports and activities offered.	

2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School   Principal: Chris Brown

Goal 2B: LSPI 90 Day Update	Data Update on Available Measures
- 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 serve 30 students and parents weekly. - Gifted resources teachers provided training on thinking skills lessons to support classroom teachers with providing higher level strategies to support students. These efforts have allowed us to identify and qualify 60 additional students during the first semester for the gifted and talented program. - We have completed our first semester of Saturday School. We had 65 students attend for additional support in reading and math. We also have 14 students participating in a digital tutoring program offered 3 times a week with Tutored by Teachers. - We have begun the process of identifying teachers for the SEA program. This semester, we will identify students based on GMAS and MAP assessment scores.	Current Enrollment in Play 2 Learn: 30 students 60 Students assessed for the Gifted and Talented program during the first semester. 60 Qualified 80 Currently identified and currently in the process of testing.

2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School   **Principal: Chris Brown**

Goal 2B: LSPI 180 Day Update	Data Update on Available Measures

2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School   Principal: Chris Brown

Effectiveness 3A: Results-Based Evaluation System	In order for students to succeed, the whole child must be supported and their needs must be addressed. Grayson Elementary will respond to the diverse needs of our community to continue to be world class.	There are many opportunities for Grayson Elementary to support student growth this year. Throughout the year, the students will participate in core curriculum as well as additional interventions including Continuous Quality Improvement (CQI) practices. Teachers and support staff will monitor students' achievement by analyzing data throughout the school year. Some assessments that will be administered include individualized Measures of Academic Progress (MAP) testing, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), classroom assessments, and individualized progress monitoring. Through these assessments, teachers will be able to utilize the data to identify areas of acceleration for each student. Individualized data will help to support the growth of the whole child.	(table below)

Effectiveness 3A: Results-Based Evaluation System

| Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
CCRPI Progress -ACCESS Growth -percent of EL students that made progress towards English Language Proficiency. (SY2021)	67%	70%	73%	76%	79%	82%
Milestones 3rd Grade English Language Arts Percent proficient/Distinguished	52%	57%	62%	67%	72%	77%
Milestones 3rd Grade Math Percent proficient/Distinguished	50%	55%	60%	65%	70%	75%
Milestones 4th Grade English Language Arts Percent proficient/Distinguished	70%	73%	76%	79%	82%	85%
Milestones 4th Grade Math Percent proficient/Distinguished	68%	71%	74%	77%	80%	83%
Milestones 5th Grade English Language Arts Percent proficient/Distinguished	52%	57%	62%	67%	72%	77%
Milestones 5th Grade Math Percent proficient/Distinguished	53%	58%	63%	68%	73%	78%

Goal 3A: LSPI 90 Day Update

- All students have participated in the initial and midyear MAP testing sessions. All kindergarten students have been screened in the initial and midyear DIBELS assessment. Teachers have used this data to identify individual needs of their students to guide instruction for second semester.
- During our weekly collaborative planning sessions, the staff has been focused on implementing our Language Arts Pilot Program. Teachers analyze the common assessment and distinct data to guide instruction to ensure the desired learning outcomes are being met in reading and math. Teachers have worked to ensure the alignment of the standards with the ELA pilot program to identify areas needing additional support and create opportunities to fill in the missing gaps.
- The ACCESS testing for our English Language Learners is currently being conducted. This assessment provides data on growth for English acquisition.

Data Update on Available Measures

Reading GMAS Predictor from Midyear MAP assessment

Projected to: **Georgia Milestones** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/georgia-linking-study/

Grade	Student Count	Beginning Count	Beginning Percent	Developing Count	Developing Percent	Proficient Count	Proficient Percent	Distinguished Count	Distinguished Percent
2	154	32	20.8%	35	22.7%	63	40.9%	24	15.6%
3	197	52	26.4%	38	19.3%	60	30.5%	47	23.9%
4	165	34	20.6%	52	31.5%	48	29.1%	31	18.8%
5	166	27	16.3%	41	24.7%	78	47.0%	20	12.0%
Total	682	145	21.3%	166	24.3%	249	36.5%	122	17.9%

Pie chart values: 24.3%, 21.3%, 17.9%, 36.5%
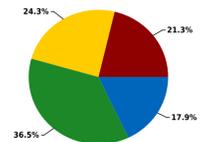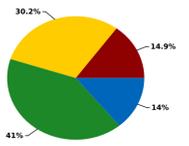
Math GMAS Predictor from Midyear MAP assessment

2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School   Principal: Chris Brown

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Projected to: **Georgia Milestones** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/georgia-linking-study/

Grade	Student Count	Beginning Count	Beginning Percent	Developing Count	Developing Percent	Proficient Count	Proficient Percent	Distinguished Count	Distinguished Percent
2	152	17	11.2%	53	34.9%	68	44.7%	14	9.2%
3	197	31	15.7%	38	19.3%	87	44.2%	41	20.8%
4	168	27	16.1%	56	33.3%	66	39.3%	19	11.3%
5	169	27	16.0%	60	35.5%	60	35.5%	22	13.0%
Total	686	102	14.9%	207	30.2%	281	41.0%	96	14.0%

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Goal 3A: LSPI 180 Day Update

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Data Update on Available Measures

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Excellence 4B: Post-secondary and workforce readiness

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Studies show that students must be on or above grade level in reading and math to be successful in postsecondary and the workforce. Keeping this in mind, Grayson Elementary will offer a variety of opportunities and experiences for students to have multiple pathways to demonstrate and develop their knowledge, skills, abilities, and interests. This will ensure that students are motivated and encouraged to create their own plan for their future which may include higher education and/or career readiness.

To build a strong foundation and understanding of college and career opportunities for the future, Grayson Elementary will focus on exposing students to experiences that will grow their knowledge of possible future education and workforce endeavors. Some of these experiences include teaching social skills, conflict resolution, self-advocacy, and building self-confidence in students.

Students will also learn about the importance of community partnerships, participate in career days, and engage in lessons exposing them to higher education opportunities such as college or trade school options. In addition, students will have opportunities to learn from guest speakers from a variety of community businesses and participate in educational field trip experiences.

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Excellence 4B: Post-secondary and Workforce Readiness						
Indicator	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Milestones 3rd Grade Reading status – on or above grade level	80%	82%	84%	86%	88%	90%
Milestones 4th Grade Reading status – on or above grade level	64%	68%	72%	76%	80%	84%
Milestones 5th Grade Reading status – on or above grade level	75%	78%	81%	84%	87%	90%
MAP (Measures of Academic Progress)	N/A	TBA	TBA	TBA	TBA	TBA

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Goal 4B: LSPI 90 Day Update

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Data Update on Available Measures

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2022-2023 Local School Plan for Improvement (LSPI)

School: Grayson Elementary School   Principal: Chris Brown

- For our students to remain on the pathway to being on or above grade level in reading and math, we have continued the focus of developing the students' knowledge, skills, and interest, through speakers, field trips, and career opportunities.
- The counselor has provided the state career lessons to all grade levels. In addition, morning announcements include career information on a weekly basis.
- Students participated in many community outreach opportunities to include can food drive, animal shelter donation drive, American Heart Association fundraiser, and the United Way campaign.

Language Arts: Reading

Grade (Winter 2023)	Total Number of Growth Events	Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**			**			**		
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3	189	190.5	19.9	74	194.9	20.4	62	4	0.5	6.6	-2.21	1	189	77	41	30
4	151	199.1	16.5	66	203.0	16.8	58	4	0.7	5.3	-1.40	8	151	76	50	47
5	159	208.6	17.4	74	210.4	16.7	61	2	0.6	4.2	-2.44	1	159	73	46	40

Math: Math K-12

Grade (Winter 2023)	Total Number of Growth Events	Fall 2022			Winter 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	1	*			*			**			*			*		
1	138	165.0	12.8	83	175.0	13.8	87	10	0.6	9.0	0.00	79	138	91	66	62
2	145	178.4	13.6	75	184.0	13.0	60	6	0.5	8.1	-2.24	1	145	58	40	32
3	188	190.7	16.8	68	197.1	17.0	64	6	0.4	7.0	-0.57	28	188	97	52	48
4	154	200.8	14.4	60	206.1	15.0	57	5	0.5	5.8	-0.52	30	154	79	51	50
5	162	210.8	15.9	61	215.4	16.9	59	5	0.5	5.0	-0.33	37	162	81	50	47

Goal 4B: LSPI 180 Day Update	Data Update on Available Measures