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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**. Additionally, schools are required to select one goal from each of the other strategic priorities. 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. 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.

2025 - 2026 Local School Plan for Improvement (LSPI)

School: NORTON ELEMENTARY

Principal: Katoria Gaston

District Strategic Priorities/Goals	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (Baseline & Targets)
Equity 2.A - Multi-tiered System of Supports	Reduce variability and increase the fidelity of High-Quality Tier 1 instruction implementation for all students, including targeted small	1. Explicit Instruction and High-Quality Tier 1 Focus <ul style="list-style-type: none"> ○ Provide professional learning on the components of explicit instruction and evidence-based Tier 1 practices. 	Administration Walkthrough Tool The administration team will conduct at least 5 walkthroughs a week. <ul style="list-style-type: none"> • Frequency of Walkthroughs and Feedback per

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	<p>groups, grade-level curriculum, ongoing formative assessments, and progress monitoring.</p>	<ul style="list-style-type: none"> ○ Develop and share lesson planning templates that emphasize learning targets, modeling, guided practice, and checks for understanding. ○ Support teachers in planning and delivering differentiated Tier 1 instruction that meets the needs of all learners, including small group supports. <p>2. Collaborative Learning Team (CLT) Implementation and Development</p> <ul style="list-style-type: none"> ○ Establish consistent CLT structures and meeting protocols focused on data analysis, instructional planning, and student outcomes. 	<p>Teacher or Grade Level</p> <ul style="list-style-type: none"> ● Trends and Patterns in Instruction Across Classrooms/Grade Levels ● Teacher Perception and Follow-Through on Feedback <p>Baseline Data: 0%</p> <p>Educational Effectiveness Survey Question: Feedback from classroom observations leads to meaningful change in instructional practice.</p> <p>Staff SY 2022 Baseline: 59%</p> <p>Staff SY 2023 Data: 73%</p> <p>Staff SY 2024 Data: 68%</p> <p>Staff SY 2025 Data: 91%</p>

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		<ul style="list-style-type: none"> ○ Provide training and ongoing support for CLT facilitators to ensure purposeful collaboration and aligned instructional decisions. ○ Monitor CLT effectiveness through agendas, meeting notes, and instructional adjustments tied to student data. <p>3. Utilize Walkthroughs, Feedback, and Peer Observations to Enhance Tier 1 Instruction</p> <ul style="list-style-type: none"> ○ Conduct regular classroom walkthroughs focused on key indicators of effective Tier 1 instruction, using a common look-for tool. 	<p>Staff SY 2026 Target: 95%</p>

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		<ul style="list-style-type: none"> ○ Provide timely, actionable feedback to teachers following observations to reinforce strengths and identify growth areas. ○ Implement peer observation opportunities with reflective protocols to encourage shared practice and professional growth. <p>Person Responsible:</p> <p>Administration</p> <p>Instructional Coaches</p> <p>Classroom Teachers</p> <p>Intervention Teachers</p> <p>From Time Line: 08-04-2025 00:00:00.000</p> <p>To Time Line: 05-20-2026 00:00:00.000</p>	

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		<p>Budget Implication:</p> <p>Norton's Title I budget will be allocated to support the implementation of identified action steps.</p>	
<p>Equity 2.B - Opportunity and Access</p>	<p>Increase students' opportunities to learn and achieve by consistently implementing a high-quality curriculum that reflects grade-level expectations, focusing on early literacy, and the science of reading.</p>	<p>1. New Language Arts Standards Professional Learning and Implementation</p> <ul style="list-style-type: none"> ○ Facilitate professional learning sessions to build teacher knowledge of the new Language Arts standards. ○ Provide collaborative planning time for teachers to align curriculum, instruction, and assessments with the updated standards. ○ Monitor implementation through lesson plan reviews, 	<p>Weighted School Assessment</p> <p>3rd Grade ~</p> <p>2024 3rd ELA 30.1 - 3rd Math 35.0</p> <p>2025 3rd ELA 22.7 - 3rd Math 25.5</p> <p>2026 3rd ELA 28.3 - 3rd Math 33.5</p> <p>4th ~</p> <p>2024 4th ELA 35.0 - 4th Math 39.6</p> <p>2025 4th ELA 23.1 - 4th Math 34.3</p> <p>2026 4th ELA 25.1 - 4th Math 37.5</p> <p>5th ~</p>

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		<p>walkthroughs, and feedback to ensure alignment and consistency.</p> <p>2. Review and Revision of Grading Practices</p> <ul style="list-style-type: none"> ○ Establish a representative grading committee to evaluate current practices and identify areas for improvement based on district grading policy. ○ Collaborate and discuss evidence-based grading approaches that promote fairness, clarity, and alignment with learning outcomes. ○ Develop and communicate updated grading guidelines, and provide training to 	<p>2024 5th ELA 48.3 - Math 42.9 - Science 47.6</p> <p>2025 5th ELA 29.7 - Math 29.9 - Science 26.4</p> <p>2026 5th ELA 34.4 - Math 32.2 - Science 30.4</p> <p>Georgia Milestones</p> <p>Increase in the percentage of 3rd through 5th grade students performing in the Proficient and Distinguished levels of the ELA Georgia Milestones Assessment.</p> <p>2022 ELA Baseline for Proficient and Distinguished: 38%</p> <p>2023 ELA Data for Proficient and Distinguished: 41%</p> <p>2024 ELA Data for Proficient and</p>

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		<p>ensure consistent implementation across grade levels.</p> <p>3. Analyze and Disaggregate Data to Determine Next Steps for Planning and Instruction</p> <ul style="list-style-type: none"> ○ Conduct regular data team meetings to review assessment data and identify trends and learning gaps. ○ Disaggregate data by subgroup, standard, and skill to inform differentiated instruction and intervention strategies. ○ Use data insights to guide instructional planning, adjust pacing, and inform Tier 1 and small group instruction. ○ Extended Learning Time - Use iReady 	<p>Distinguished: 40%</p> <p>2025 ELA Proficient and Distinguished: 24%</p> <p>2026 ELA Target for Proficient and Distinguished: 30%</p> <p>Increase the percentage of 3rd through 5th grade students performing in the Proficient and Distinguished levels of the Math Georgia Milestones Assessment.</p> <p>2024 Math Data for Proficient and Distinguished: 38%</p> <p>2025 Math Proficient and Distinguished: 27%</p> <p>2026 Math Target Proficient and Distinguished: 35%</p> <p>i-Ready Diagnostic</p>

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		<p>data to identify students who will participate in ELT during the fall and spring.</p> <p>Person Responsible:</p> <p>Administration</p> <p>Instructional Coaches</p> <p>Classroom Teachers</p> <p>Intervention Teachers</p> <p>From Time Line: 08-04-2025 00:00:00.000</p> <p>To Time Line: 05-20-2026 00:00:00.000</p> <p>Budget Implication:</p> <p>Norton's Title I budget will be allocated to support the implementation of identified action steps.</p>	<p>By the end of the 2025–2026 school year, at least 35% of students will perform at Mid or Above Grade Level in Reading, as measured by the end-of-year assessment.</p> <p>Additionally, no more than 10% of students will perform two or more grade levels below.</p> <p>By the end of the 2025–2026 school year, at least 35% of students will perform at Mid or Above Grade Level in Math, as measured by the end-of-year assessment.</p> <p>Additionally, no more than 10% of students will perform two or more grade levels below.</p> <p>District Assessments</p>

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			<p>3rd Grade: By the end of the 2025–2026 school year, at least 30% of students in each core subject area (Math, Science, and Social Studies) will achieve a score in the “Mastered” range on interim and end-of-year assessments. Additionally, the percentage of students needing reteaching will decrease to no more than 40% per content area.</p> <p>4th Grade: By the end of the 2025–2026 school year, at least 35% of students will perform in the “Mastered” category on Math, Science, and Social Studies interim and end-of-year assessments. Additionally, no more than 35% of students will perform in the</p>

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			<p>“Reteach” category for each subject.</p> <p>5th Grade: By the end of the 2025–2026 school year, at least 40% of students will perform in the “Mastered” category on Math, Science, and Social Studies interim and end-of-year assessments. Additionally, no more than 30% of students will perform in the “Reteach” category for each subject.</p>
<p>Family Engagement/Building Parent Capacity -</p>	<p>We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in</p>	<ol style="list-style-type: none"> 1. Norton will launch an All-Pro Dads Chapter to foster positive male role models and strengthen family involvement in students' academic and social development. 2. Norton will host two school-wide events: Family Math & Science Night and Family Literacy 	<p>Feedback and data collected from the Family Engagement surveys.</p>

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	<p>The Plan/The Promise.</p>	<p>& Social Studies Night. These engaging evenings will provide parents with interactive games and activities they can use at home to support their children's math fluency, problem-solving, and literacy skills.</p> <p>3. Norton will host Family English Learner Nights to provide families with practical strategies and interactive activities that support students' language proficiency. These events will help families reinforce vocabulary development, listening, speaking, and reading comprehension skills.</p> <p>4. Norton will utilize communication platforms such as ParentSquare, class newsletters, school newsletters, phone calls, and virtual tools to regularly share resources</p>	

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		<p>that help families with student learning at home.</p> <p>5. Norton will actively support families in understanding the critical link between consistent attendance and student success, providing guidance and resources to promote regular school attendance.</p> <p>Norton will provide these proposed workshops or events:</p> <ul style="list-style-type: none"> • August 2025 ~ Title I Annual Parent Meeting / Curriculum Night • October 2025 and March 2026 ~ Early Release – Parent/Teacher Conferences • Fall 2025 ~ Family Literacy and Social Studies Night • Fall 2025 and Spring 2026 ~ ML Workshops in 	

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		<p>the Fall and Spring</p> <ul style="list-style-type: none"> • All Pro Dads ~ August 2025 to May 2026 • Family Math and Science Night • Spring 2026 ~ Georgia Milestones Workshop • Spring 2026 ~ Kindergarten Transition • Spring 2026 Title I Planning Meeting • Spring 2026 ~ Muffins for Mom and Donuts for Dad <p>Person Responsible:</p> <p>Administration</p> <p>Parent Involvement Support Coordinator</p> <p>Instructional Coaches</p> <p>Classroom Teachers</p>	

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