



# 2017 - 2018

## Local School Plan for Improvement

### Rebecca Minor Elementary School

Scott H Frandsen, *Principal*

Clay Hunter, *Assistant Superintendent*

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), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is 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, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

#### • Long Term Goal

Student Achievement/College & Career Ready Graduation Goal: All students will score at the “Proficient” or “Distinguished” ranges on all subtests of the Georgia Milestones Assessment. This will be achieved by receipt of instruction consistently focused on closing and exceeding each individual student’s anticipated performance gap/s based on use of all available academic, attendance and discipline data.

#### o Annual Goal

35% of 1st grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 ELA DA.

50% of 2nd grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 ELA DA.

30% of 3rd grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 ELA DA.

30% of 4th grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 ELA DA.

35% of 5th grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 ELA DA.

All students will make at least one year of growth in Reading as measured by the Fountas and Pinnell Reading Assessments based on their beginning of the year level.



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#### o Annual Goal

95% of 1st grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 MA DA.

75% of 2nd grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 MA DA.

40% of 3rd grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 MA DA.

35% of 4th grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 MA DA.

35% of 5th grade students who participate in the MA district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2017-18 MA DA.

#### • Long Term Goal

Stakeholder Perception & School Improvement Standards Goal: A large sampling of student, parent and staff responses on each of the annually administered perception surveys will reflect an average score that exceeds the GCPS mean score for all elementary schools. Stakeholder engagement in annual LSPI development and Title I processes will indicate high levels of engagement as will be measured by the confidence levels related to these questions embedded in the surveys.

#### • Long Term Goal

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in the Parent Involvement Policy and School/Parent Compact.