



# 2019 - 2020

## Local School Plan for Improvement

### Rebecca Minor Elementary School

Scott Frandsen, *Principal*

Dr. Terry Watlington, *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

Minor Elementary will increase student performance on all sub-tests of the Georgia Milestones Assessment. By the 2021 administration, at least 50% of students will score proficient or distinguished in all content areas.

#### o Annual Goal

45% of 1st grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA.

45% of 2nd grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA.

43% of 3rd grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA. 37% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 ELA GMAS as compared to 28% 2018-19.

40% of 4th grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA. 37% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 ELA GMAS as compared to 33% 2018-19.

25% of 5th grade students who participate in the ELA district assessment will score in the Proficient and Distinguished levels as measured by the 2019-20 ELA DA. 36% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 ELA GMAS as compared to 34% 2018-19.

Minor will increase our CCRPI score from 2018-19 by 3% or score in the top 25% of Georgia elementary schools in 2019-20.

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



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#### o Annual Goal

85% 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 2019-20 MA DA.

70% 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 2019-20 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 2019-20 MA DA.

37% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 MA GMAS as compared to 31% 2018-19.

40% 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 2019-20 MA DA.

46% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 MA GMAS as compared to 44% 2018-19.

40% 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 2019-20 MA DA.

36% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 MA GMAS as compared to 34% 2018-19.

#### o Annual Goal

20% of 3rd grade students who participate in the SC district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SC DA.

25% of 4th grade students who participate in the SC district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SC DA.

50% of 5th grade students who participate in the SC district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SC DA. 35% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 GMAS as compared to 32% 2018-19.

15% of 3rd grade students who participate in the SS district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SS DA.

15% of 4th grade students who participate in the SS district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SS DA.

20% of 5th grade students who participate in the SS district assessment will score in the Proficient and Distinguished levels at each grade level as measured by the 2019-20 SS DA. 24% of students will also score in the Proficient and Distinguished levels as measured by the 2019-20 GMAS as compared to 16% 2018-19.

#### o Annual Goal

Minor Elementary will decrease the number of discipline referrals from 147 to 89.



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- **Long Term Goal**

Stakeholder Perception & School Improvement Standards Goal: Perception survey results will reflect high levels of confidence in our ability to provide high quality instruction, positive culture and high standards. Survey averages will exceed the county mean score for all elementary schools.

- **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.