

2022-2023 Local School Plan for Improvement (LSPI)

School: Beaver Ridge ES

Principal: Martina Luna-Liranzo

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	Beaver Ridge ES will support students and staff with meeting a sense of belonging and psychological safety. Increasing the percentage of positive responses on the EES Survey will reduce discipline and risk-taking behaviors, decrease emotional distress, foster greater connection and commitment to school, and self-enhanced efficacy.	1. Support and respond to student emotional and behavioral needs in the school environment through PBIS. 2. Implement district-provided SEL lessons. 3. Provide SEL professional learning to staff. 4. Create spaces that promote staff and student wellbeing. 5. Celebrate staff and students through recognition activities.	Description	SY2022 Baseline	SY2023 Target
			Percentage of students indicating positive response Social Supports Questions	58%	64%
			Percentage of teachers indicating positive response Social Support Questions	77%	87%

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		6. Offer clubs and activities that encourage a sense of belonging.	
<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● We have a dedicated 30 minute Morning Meeting in our daily schedule where we implement Social and Emotional Learning (SEL) best practices to build relationships with students and foster an environment where students feel safe. ● At least once a month, counselors actively engage in the classroom with students and teachers while providing SEL lessons and modeling SEL best-practices. ● Our staff engaged in district-provided SEL lessons. ● Teachers taught SEL lessons in the first semester and continue to have a bank of SEL lessons to pull from as needed. ● This semester, MTSS training focused on Supportive Community and examined the EES Student Universal Wellness Screener data from Fall 2022. ● Beaver Ridge ES has a Wellness Room for staff and a sensory room for students to promote staff and student wellbeing. ● Each month, we celebrate one student from each classroom at our Student of the Month Ceremony. ● Beaver Ridge ES had its inaugural The National Junior Beta Club Ceremony to recognize outstanding academic achievement, promote strong moral character and social responsibility, encourage service to others, foster leadership skills, and provide settings for our student members to develop strong interpersonal skills. ● We currently have Art, Music, Drama, Health and Fitness, STEM and LEGO clubs. ● Our Beaverbot Robotics Team competed in the annual First LEGO League competition. 			<p>Data Update on Available Measures</p> <p>Students and Staff EES Survey data is not available at this time.</p>
<p>LSPI 180 Day Update</p>			<p>Data Update on Available Measures</p>

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<p>Equity 2A: Multi-tiered system of supports</p>	<p>Approximately half of Beaver Ridge Elementary 3rd grade students who are eligible for Free Meals scored below grade level/Beginning performance level on reading on the 2022 Georgia Milestones.</p> <p>In addition, 41% of all Beaver Ridge Elementary students scored in the Beginning performance level on reading on the 2022 Georgia Milestones across all content assessments.</p>	<ol style="list-style-type: none"> 1. Implement academic monitoring processes and procedures to decrease the number of students performing at the lowest performance level. 2. Prioritize small group differentiation to accelerate learning and address specific student needs. 3. Engage in professional development that builds teacher capacity to support and fully integrate academic processes. 4. Implement extended learning opportunities for students. 5. Develop a variety of school events and workshops in order to promote parent engagement and capacity. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 50%;">Description</th> <th style="width: 15%;">SY2022 Baseline</th> <th style="width: 15%;">SY2023 Target</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Number of 3rd graders who are eligible for Free Meals who score below grade level on reading divided by the number of 3rd graders who are eligible for Free meals who have a valid reading score.</td> <td style="text-align: center; vertical-align: middle;">49%</td> <td style="text-align: center; vertical-align: middle;">59%</td> </tr> <tr> <td style="padding: 5px;">Number of tests scored at Beginning level divided by the number of tests. This is calculated across all Milestones assessments.</td> <td style="text-align: center; vertical-align: middle;">41%</td> <td style="text-align: center; vertical-align: middle;">51%</td> </tr> </tbody> </table>			Description	SY2022 Baseline	SY2023 Target	Number of 3rd graders who are eligible for Free Meals who score below grade level on reading divided by the number of 3rd graders who are eligible for Free meals who have a valid reading score.	49%	59%	Number of tests scored at Beginning level divided by the number of tests. This is calculated across all Milestones assessments.	41%	51%
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<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> Beaver Ridge ES teachers received training on MTSS processes during the first semester. MTSS Instructional/Support Teachers are continuing to engage in professional development to increase their depth of knowledge in research-based intervention materials and strategies essential to supporting students in Tier II and Tier III. Our Parent Instructional Coordinator conducted parent workshops for families focused on ways they can support their child’s learning at home. Our daily schedule includes an Intervention and Extension time. During this time Kindergarten students participate in Joyful Learning exposing them to opportunities that improve engagement, motivation, and learning outcomes. Our 1st-5th grade students engage in small groups focused on Tier 1, Tier 2, and Tier 3 interventions utilizing small group best practices that may include FUNdations, Read 180, mClass, Just Words, iSTEOP, Amplify, iREADY, and Imagine Learning. 			<p>Data Update on Available Measures</p> <p style="text-align: center;">3 Reading iReady Screener</p> <div style="text-align: center;"> <p>Legend:</p> <ul style="list-style-type: none"> ● At Risk for Tier 3 47% (From 53%) ● Tier 2 18% (From 24%) ● Tier 1 35% (From 23%) </div> <p style="text-align: center;">3 GCPS Milestones Benchmark</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9e1f2;"> <th>Performance</th> <th>Percent of Level</th> <th>Count of Students</th> </tr> </thead> <tbody> <tr style="background-color: #f4cccc;"> <td>Beginning</td> <td>55.24%</td> <td>79</td> </tr> <tr style="background-color: #fff2cc;"> <td>Developing</td> <td>26.57%</td> <td>38</td> </tr> <tr style="background-color: #d9ead3;"> <td>Distinguished</td> <td>5.59%</td> <td>8</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Proficient</td> <td>12.59%</td> <td>18</td> </tr> <tr style="background-color: #d9e1f2;"> <td>Grand Total</td> <td>100.00%</td> <td>143</td> </tr> </tbody> </table>	Performance	Percent of Level	Count of Students	Beginning	55.24%	79	Developing	26.57%	38	Distinguished	5.59%	8	Proficient	12.59%	18	Grand Total	100.00%	143
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<p>Equity 2B: Opportunity and access</p>	<p>Beaver Ridge Elementary will improve our PBIS program to promote specific teacher practices that enable all black students to succeed academically and socially.</p>	<ol style="list-style-type: none"> 1. Provide training to staff of restorative practices within the classroom. 2. Define, teach, and monitor Classroom behavior expectations through the implementation of PBIS. 3. Implement our PBIS Behavior Matrix with consistency across all learning environments. 4. Record behaviors and monitor the data to make necessary changes to how we support students. 5. Promote regular and consistent behavior communication with families. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 60%;">Description</th> <th style="width: 15%;">SY2022 Baseline</th> <th style="width: 25%;">SY2023 Target</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Discipline Representation = number of students in student group who receive ISS or OSS divided by the total number of students who receive ISS or OSS</td> <td style="text-align: center; vertical-align: middle;">6.1 %</td> <td style="text-align: center; vertical-align: middle;">2%</td> </tr> </tbody> </table>			Description	SY2022 Baseline	SY2023 Target	Discipline Representation = number of students in student group who receive ISS or OSS divided by the total number of students who receive ISS or OSS	6.1 %	2%
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<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> Our teachers are recognizing and responding to student positive behaviors through PBIS. The PBIS team revamped the PBIS Flowchart to include inclusive and unambiguous language. Our counselors continue to partner with teachers and other support staff to support students' social-emotional and academic needs. 			<p>Data Update on Available Measures</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 30%;">SY2022 Baseline</th> <th style="width: 30%;">90 Day Update</th> <th style="width: 40%;">SY2023 Target</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6.1 %</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">2%</td> </tr> </tbody> </table>			SY2022 Baseline	90 Day Update	SY2023 Target	6.1 %	0%	2%
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<ul style="list-style-type: none"> We have a Beaver Buddy program where students with high behavioral needs are partnered with an adult mentor who will provide support through check-ins, meetings, etc. 			<div style="border: 1px solid black; padding: 5px;"> <p>% of Students by Race/Ethnicity</p> <p>● Black ● Hispanic ● White</p> <table border="1" style="margin-top: 10px; font-size: small;"> <caption>Student Data by Category</caption> <thead> <tr> <th>Category</th> <th>Race/Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td rowspan="1">Non-Excl</td> <td>Hispanic</td> <td>0.9%</td> </tr> <tr> <td rowspan="1">ISS</td> <td>White</td> <td>3.0%</td> </tr> <tr> <td rowspan="3">OSS</td> <td>Black</td> <td>0.4%</td> </tr> <tr> <td>Hispanic</td> <td>0.3%</td> </tr> <tr> <td>White</td> <td>3.0%</td> </tr> </tbody> </table> </div>	Category	Race/Ethnicity	Percentage	Non-Excl	Hispanic	0.9%	ISS	White	3.0%	OSS	Black	0.4%	Hispanic	0.3%	White	3.0%
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Effectiveness 3A: Results-Based Evaluation System	Beaver Ridge Elementary will focus on increasing the % of students improving reading and mathematical skills.	<ol style="list-style-type: none"> 1. Conduct weekly learning walks with specific observation learning targets to support instructional practice 2. Increase LSPI Progress monitoring conversations with the school community. 3. Utilize assessment tools to derive timely diagnostic data (iReady, Amplify, CFA, etc) and set goals. 4. Prioritize small group differentiation to accelerate learning and address specific student needs based on formative data. 5. Invite 3rd-5th grade students to attend extended learning opportunities in the Fall and Spring. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 60%;">Description</th> <th style="width: 20%;">SY2022 Baseline</th> <th style="width: 20%;">SY2023 Target</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Number of students with a proficient score in Fall Diagnostic vs the Spring Diagnostic. Based on the iReady projection if students achieve a typical growth report. </td> <td style="vertical-align: top; text-align: center;"> Reading Proficiency 12% </td> <td style="vertical-align: top; text-align: center;"> Reading Proficiency 22% </td> </tr> <tr> <td></td> <td style="vertical-align: top; text-align: center;"> Math Proficiency 8% </td> <td style="vertical-align: top; text-align: center;"> Math Proficiency 30% </td> </tr> </tbody> </table>	Description	SY2022 Baseline	SY2023 Target	Number of students with a proficient score in Fall Diagnostic vs the Spring Diagnostic. Based on the iReady projection if students achieve a typical growth report.	Reading Proficiency 12%	Reading Proficiency 22%		Math Proficiency 8%	Math Proficiency 30%
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		<ul style="list-style-type: none"> Students in grades K-5 were administered the iReady screener in the Fall and Winter. The MTSS team gathered and reviewed the data from the screeners to identify academic needs to inform our Early Intervention Program and Gifted and Talented referral process. Several students were invited and participated in the Fall Thursday Afterschool Intervention Program. The purpose of the program is to provide on-time intervention to bridge the gap for students at risk of not demonstrating proficiency in the AKS. Spring Thursday Afterschool Intervention Program has been planned and will begin in February. Certified teachers continue to participate in local school and district led bootcamps and professional learning centered around increasing math and literacy instructional knowledge. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Description</th> <th style="width: 20%;">SY2022 Baseline</th> <th style="width: 20%;">SY2023 Midyear</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Number of students with a proficient score in Fall Diagnostic vs the Spring Diagnostic. Based on the iReady projection if students achieve a typical growth report. </td> <td style="text-align: center; vertical-align: top;"> Reading Proficiency 12% Math Proficiency 8% </td> <td style="text-align: center; vertical-align: top;"> Reading Proficiency 16% Math Proficiency 17% </td> </tr> </tbody> </table>			Description	SY2022 Baseline	SY2023 Midyear	Number of students with a proficient score in Fall Diagnostic vs the Spring Diagnostic. Based on the iReady projection if students achieve a typical growth report.	Reading Proficiency 12% Math Proficiency 8%	Reading Proficiency 16% Math Proficiency 17%
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<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>Beaver Ridge Elementary will implement processes and procedures and monitor teaching practice to increase the percentage of 5th graders meeting reading status grade level expectations on Milestones.</p> <p>57.6% of all Beaver Ridge Elementary students scored in the Grade Level or Above performance level on reading on the 2022 Georgia Reading Milestones assessments.</p>	<ol style="list-style-type: none"> 1. Pilot the EL Education reading curriculum to effectively support phonics and decoding, language comprehension, and fluency to increase reading for understanding. 2. Engage students in reading, thinking, talking, and writing about engaging grade level texts on meaningful/culturally responsive topics. 3. Build teacher capacity and leadership by redesigning Collaborative Learning Time to include more time collaborating; gathering/interpreting data; sharing/modeling instructional practices that are most successful at growing students' academic knowledge in addition to examining academic standards. 4. Invite 5th grade students to attend extended learning opportunities in the Fall and Spring. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 50%;">Description</th> <th style="width: 20%;">SY2022 Baseline</th> <th style="width: 30%;">SY2023 Target</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Number of 5th grade Language Arts Milestones tests scores at or above the 5th grade reading level divided by number of all 5th grade Milestones LA tests</td> <td style="text-align: center; vertical-align: middle;">57.6%</td> <td style="text-align: center; vertical-align: middle;">67%</td> </tr> </tbody> </table>			Description	SY2022 Baseline	SY2023 Target	Number of 5th grade Language Arts Milestones tests scores at or above the 5th grade reading level divided by number of all 5th grade Milestones LA tests	57.6%	67%
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<p>LSPI 90 Day Update</p> <ul style="list-style-type: none"> ● Certified Teachers participated in training focused on Academic Press and examined the effective Teaming & Professional Learning of our Collaborative Learning Teams (CLT). Teams completed a self assessment that considered the quality of <ul style="list-style-type: none"> ○ CLT Structure ○ CLT Accountability ○ CLT Norms ○ CLT Continuous Improvement ● In CLT we continue to highlight and prioritize small group differentiation planning to accelerate learning and address specific student needs. ● New teachers had the opportunity to participate in a peer observation activity and debrief session during the first semester. ● Kindergarten- 5th grade teachers continue to engage in quarterly EL Education coaching sessions with the EL Education Specialist to unpack the learning resources. 			<p>Data Update on Available Measures</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 33%;">SY2022 Baseline</th> <th style="width: 33%;">SY2023 Midyear Milestones Benchmark</th> <th style="width: 33%;">SY2023 Target</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">57.6%</td> <td style="text-align: center;">29.87%</td> <td style="text-align: center;">67%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="width: 33%;">Performance</th> <th style="width: 33%;">Percent of Level</th> <th style="width: 33%;">Count of Students</th> </tr> </thead> <tbody> <tr style="background-color: #f4cccc;"> <td style="text-align: center;">Beginning</td> <td style="text-align: center;">29.87%</td> <td style="text-align: center;">46</td> </tr> <tr style="background-color: #fff2cc;"> <td style="text-align: center;">Developing</td> <td style="text-align: center;">39.61%</td> <td style="text-align: center;">61</td> </tr> <tr style="background-color: #d9ead3;"> <td style="text-align: center;">Distinguished</td> <td style="text-align: center;">3.90%</td> <td style="text-align: center;">6</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: center;">Proficient</td> <td style="text-align: center;">25.97%</td> <td style="text-align: center;">40</td> </tr> <tr style="background-color: #fce4d6;"> <td style="text-align: center;">#N/A</td> <td style="text-align: center;">0.65%</td> <td style="text-align: center;">1</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: center;">Grand Total</td> <td style="text-align: center;">100.00%</td> <td style="text-align: center;">154</td> </tr> </tbody> </table>	SY2022 Baseline	SY2023 Midyear Milestones Benchmark	SY2023 Target	57.6%	29.87%	67%	Performance	Percent of Level	Count of Students	Beginning	29.87%	46	Developing	39.61%	61	Distinguished	3.90%	6	Proficient	25.97%	40	#N/A	0.65%	1	Grand Total	100.00%	154
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