

2022-2023 Local School Plan for Improvement (LSPI)

School: Mulberry Elementary School Principal: Dr. Mandy Yearby

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	Mulberry Elementary seeks to promote staff and student well-being through prioritizing self-care, physical and mental health, and social emotional learning.	Student 1. Daily door greetings a. This allows teachers to assess student needs before they enter the room 2. Morning Meetings a. Dedicated time to model, teach, and converse about a student's social, emotional, academic, and behavioral needs. This is also an opportunity to build community and engage in restorative circles 3. Counseling Program	Student 1. Increase Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items: <ul style="list-style-type: none"> • Students are respectful of others at this school. <ul style="list-style-type: none"> o Baseline: 9.5% o 2023 Target: 17.55% • I am good at finding the best solutions to my problems. <ul style="list-style-type: none"> o Baseline: 29.8% o 2023 Target: : 35.82% • Student success is celebrated in this school <ul style="list-style-type: none"> o Baseline: 48%

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		<p>a. Increased counseling support that allows for more individualized counseling as well as additional small group counseling.</p> <p>Staff</p> <p>4. New Teacher Academy</p> <p>a. All new teachers are provided a mentor and engage in weekly/monthly meetings to obtain support in needed areas</p> <p>5. Family Huddle</p> <p>a. At the beginning and end of each week (typically Mondays and Fridays), all faculty and staff members meet in the middle of the school to build community and are given a challenge for the day and/or week.</p> <p>6. Admin Check-in Chats</p> <p>a. Twice a month each grade level/department meet with the administrators during their planning period to address needs</p> <p>7. Faculty Meeting “Munch”</p> <p>a. Teams provide food at their designated faculty meeting and the entire faculty is able to fellowship prior to the start of the meeting</p>	<p>o 2023 Target: 52.2%</p> <ul style="list-style-type: none"> ● I feel safe at this school. <ul style="list-style-type: none"> o Baseline: 48% o 2023 Target: 52.2% <p>Staff</p> <p>2. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items:</p> <ul style="list-style-type: none"> ● I receive training on instruction to support social-emotional learning. <ul style="list-style-type: none"> o Baseline: 43% o 2023 Target: 47.7% ● Our staff believes all students can meet state standards. <ul style="list-style-type: none"> o Baseline: 71% o 2023 Target: 72.9% ● My principal cares about me as a person. <ul style="list-style-type: none"> o Baseline: 71% o 2023 Target: 72.9% ● Staff at all levels are treated fairly here. <ul style="list-style-type: none"> o Baseline: 67% o 2023 Target: 69.3
90 Day Review: Students			<ul style="list-style-type: none"> ● Looking to increase counseling support to 2 full-time counselors for the 23-24 school year

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<ul style="list-style-type: none"> Professional learning provided by teacher leaders around SEL tools to utilize for door greeting routines (choose your own greeting, scale of 0-5 feelings check) Consistent implementation of Morning Meetings happening school wide Teachers make mention to previous days' morning meetings topics to make connections Mid-year teacher feedback on Morning Meeting Tool influenced adjustments made to tool used (PBIS review, just-in-time topics)-allows us to reduce the variability of how expectations are relayed and taught Small group counseling sessions are continuing at a high level based on teacher and parent request along with data reported from Wellness Screeners Kate's Club Grief group has engaged impacted students on a 6 week rotation Began a Student Advisory Council in order to increase student voice Student Council representatives meet monthly to share input from their classmates and have engaged with Dr. Yearby on student requests <p>Staff</p> <ul style="list-style-type: none"> All new teachers engaged in coaching partnerships at the beginning of the year Coaching partnerships informed PL, structure of CLT (specifically unit planning, dividing, and conquering), and admin walkthrough focus for informal and brief walkthroughs to ensure consistency in feedback and alignment Just-in-time trainings have been implemented for new teachers Family Huddles occur at the top and end of each week and teachers engage in full circle topics of conversation The Relaxation Station is available for staff to enjoy when they have free time. 			<ul style="list-style-type: none"> Currently looking for ways to increase opportunities for teachers to engage in self-care through the relaxation station 									
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Mulberry Elementary will implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.</p>	<ol style="list-style-type: none"> 1. Universal Screeners in LA and Math given three times per year. 2. Targeted Tier 1, 2, and 3 interventions developed by the MTSS Team based on screener data. 3. Dedicated 45 minute intervention block built into each student's day. 4. Monthly Kid Talk/RTI meetings with admin/MTSS team member present 5. PBIS Coach available to provide interventions, feedback, or conduct restorative small groups. 	<ol style="list-style-type: none"> 1. Decrease in the % of students in student groups achieving beginning on Milestones; 100% of students will move at least one performance band (i.e. Beg. to Dev./Dev. To Proficient/Pro. To Distinguished) <u>% Beginning on GMAS (2022)</u> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%; text-align: center;">Baseline</th> <th style="width: 30%; text-align: center;">2023 Target</th> </tr> </thead> <tbody> <tr> <td>3rd LA</td> <td style="text-align: center;">26.1%</td> <td style="text-align: center;">23.49%</td> </tr> <tr> <td>3rd MA</td> <td style="text-align: center;">13.0%</td> <td style="text-align: center;">11.7%</td> </tr> </tbody> </table>		Baseline	2023 Target	3rd LA	26.1%	23.49%	3rd MA	13.0%	11.7%
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		6. Weekly Collaborative Learning Team meetings where teachers review content and ensure alignment 7. Counselor Lessons/Small Groups based on Wellness Screeners.	4th LA	21.3%	19.17%
			4th MA	11.9%	10.71%
			5th LA	16.3%	14.67%
			5th MA	23.2%	20.88%
			5th Sci	22.8%	20.52%
			2. # of students supported at Tier 2 or 3 through screeners • Baseline: established in SY2023		
90 Day Review: <ul style="list-style-type: none"> Adjustment to the MTSS process and consistent implementation has continued. This has significantly impacted the number of students referred for an evaluation for SPED services by allowing for the evaluation process to be reserved for students who have significant needs. MTSS team leveraging the RTI kid talk tool has allowed for the most in depth discussion around individual students in years, it has also reduced the possibility of a student falling through the cracks Continuous quality improvement is the theme of the MTSS team 					
Equity 2B: Opportunity and access	Mulberry Elementary will expand student opportunities to engage in and have access to high quality, rigorous, and culturally relevant curriculum and enrichment activities.	1. Play 2 Learn opportunities for families with children from birth to 5 years old 2. AC Math for students in 2nd-5th grade 3. Ensure gifted certification for all teachers in grades 2-5 4. Additional enrichment math class for first grade students	1. Increase in % of K Readiness as measured by the KREP (% of students scoring 70% or higher) <ul style="list-style-type: none"> Baseline: 50.4% 2023 Target: 55.36% 2. Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STUDENT survey items: <ul style="list-style-type: none"> All students have opportunities to choose more challenging work. 		

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		<ol style="list-style-type: none"> 5. Increased extracurricular activities to allow for additional options for all students 6. After School Program available to all families by way of the YMCA 7. Increase of careers highlighted at the Career Fair 	<ul style="list-style-type: none"> ○ Baseline: 23% ○ 2023 Target: 29.7% ● My teacher helps me learn by challenging me with interesting activities in class. <ul style="list-style-type: none"> ○ Baseline: 42% ○ 2023 Target: 46.8% ● My teacher provides lessons and activities that challenge me to learn <ul style="list-style-type: none"> ○ Baseline: 62% ○ 2023 Target: 64.8% ● All students have opportunities to choose more challenging work. <ul style="list-style-type: none"> ○ Baseline: 23.5% ○ 2023 Target: 30.15%
90 Day Review: <ul style="list-style-type: none"> ● Semester 2 offering – Special Education Parent Toolkit Workshops (2 offered in February) ● Semester 2 offering – New to Mulberry Parent Workshops ● Play to Learn continues to be a huge success for the 18 families currently registered. ● Restructuring Intervention and using iReady data to inform instruction for students who are high achieving and needing enrichment ● We are offering over 15 clubs this year, which allows more students to engage in activities of interest before and after school 			Next Steps <ul style="list-style-type: none"> ● We are brainstorming ways to bring the Play2Learn program to the families (Play2Learn bus, partnering with Gwinnett Public Library, offering a late evening option). ● We are thinking of ways to address intervention through the current model of DLI ● Counselors are planning a Career Day (3-5) with a Careers on Wheels focus for K-2
Effectiveness 3A: Results-Based Evaluation System	Mulberry Elementary will implement the redesigned Results Based Evaluation System (RBES) by redefining the inputs, behaviors, and outcomes that determine the standards for student success.	<ol style="list-style-type: none"> 1. Focused weekly instructional walkthroughs 2. Review of GTES (teacher evaluation) feedback to ensure leader alignment 3. Coaching cycles for all new GCPS teachers 4. Celebration of teachers based on the meeting and exceeding of instructional expectations 	Percentage of students improving on district Milestones benchmark between 1st and 2nd semester <ul style="list-style-type: none"> ● Baseline established SY2023 <ol style="list-style-type: none"> 1. Percentage of students scoring Proficient/Distinguished on GMAS

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		5. Implementation of tiered interventions based on the Multi-Tiered System of Supports 6. Collaborative Learning Team (CLTs) to include assessment protocol, work sample protocols, data review/talks, AKS analysis, LA pilot, explicit modeling for teachers for math/ ela strategies		Baseline	2023 Target
			3rd LA	51.3%	55.17%
			3rd MA	67.9%	70.11%
			4th LA	54.6%	58.14%
			4th MA	65.1%	67.59%
			5th LA	56.1%	59.49%
			5th MA	43.2%	47.88%
			5th Sci	47.2%	51.48%
				1. From Student EES Survey: <ul style="list-style-type: none"> ● In class, we often work with other students to solve a problem/do a task. <ul style="list-style-type: none"> ○ Baseline: 29.5% ○ 2023 Target: 35.55% ● My teacher tells me the reason we do each lesson. <ul style="list-style-type: none"> ○ Baseline: 29.6% ○ 2023 Target: 35.64% ● My teacher makes all students talk in class about what we are learning. <ul style="list-style-type: none"> ○ Baseline: 29.7% ○ 2023 Target: 35.73% 	
90 Day Review:			Next Steps		

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		<ul style="list-style-type: none"> • The administrators collectively review feedback after instructional walkthroughs where they discuss specific details and share comments around ratings. • Administrators also engage with each teacher through a formal debrief after each formal brief or formative observation • Instructional coach continues leading coaching cycles based on need; observing, modeling, debriefing are core components of the coaching cycle • Teachers have opportunities to observe their peers as a way to grow their instructions toolbox • Teachers are recognized for their hard work through the weekly staff newsletter (Muse), post-it notes left on the door following an observation 	<ul style="list-style-type: none"> • Administrators will increase their opportunities to level set through their feedback and analysis of instruction
<p>Excellence 4C: World-class communications and engagement</p>	<p>Mulberry Elementary will demonstrate world-class communication and engagement through modeling the value GCPS leadership places on transparent, two-way communication to build stakeholder trust and confidence.</p>	<ol style="list-style-type: none"> 1. Local School Council 2. Active PTA 3. Weekly digital newsletter 4. Email Blasts 	<p>Percent Positive Responses (% Often True + % Almost Always True) on the following EES-PARENT survey items:</p> <ul style="list-style-type: none"> • Parents/families have input into plans for improving the school. <ul style="list-style-type: none"> ○ Baseline: 68% ○ 2023 Target: 70.2% • I am informed about progress toward the improvement goals of this school. <ul style="list-style-type: none"> ○ Baseline: 66% ○ 2023 Target: 68.4% • I am comfortable expressing my ideas or concerns to the administrator(s) of this school. <ul style="list-style-type: none"> ○ Baseline: 72% ○ 2023 Target: 73.8% <p>Percent Positive Responses (% Often True + % Almost Always True) on the following EES-STAFF survey items:</p> <ul style="list-style-type: none"> • When there is a problem in my school, we talk about how to solve it. <ul style="list-style-type: none"> ○ Baseline: 45%

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			<ul style="list-style-type: none"> ○ 2023 Target: 49.5%
90 Day Review: <ul style="list-style-type: none"> ● Local School Council met with cluster councils to share cluster vision and provide insight into what instruction looks like in the cluster ● Increased opportunities for two-way communication through parent workshops ● Principal meets with PTA Executive Board monthly to review ways the PTA can support the school ● Administrators meet with staff through School Improvement Team once a month, through Admin Check and Chats bi-weekly for just-in-time communication ● Mulberry Muse, Mulberry Messenger, and Monday Message are weekly forms of communication between school and home and/or within the school. ● There's a parent book club that meets once a month. 			Next Steps <ul style="list-style-type: none"> ● Looking for ways to increase parent involvement through personalized phone calls to support at various events.