

2022-2023 Local School Plan for Improvement (LSPI)

School: Berkeley Lake Elementary Principal: Dr. Lesley Pendleton

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	Based on the Educational Effectiveness Survey (EES), Berkeley Lake Elementary School (BLES) students scored relatively low in Social Emotional Learning (SEL) categories related to feeling connected to school, their abilities to solve problems, and their feelings of safety at school.	<ul style="list-style-type: none"> ● Implement and/or expand programs that increase student recognition for school success ● Increase student capacity for problem-solving ● Help students feel a connection with at least one adult in the building and increase perception of student physical, emotional, and academic safety 	<p style="text-align: center;">EES Survey – Student</p> <p>Most students are respectful of each other. - 18.8% (TARGET: 19.8%)</p> <p style="text-align: center;">EES Survey – Student</p> <p>In class, we often work with other students to solve a problem/do a task. - 25.3% (TARGET: 26.3%)</p> <p style="text-align: center;">EES Survey – Staff</p> <p>I believe all students can meet state standards. - 51% (TARGET - 52%)</p>

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LSPI 90-Day Update

Implementation Plan Progress:

- *Student recognition programs implemented this year include: Best of Bus, On a Roll, and Berkeley's Best.*
- *Morning meetings and SEL special provide opportunities for students to improve on problem-solving and have increased connection.*

Implementation Plan Next Steps:

- *Counselors are working in small groups with 5th graders who scored very low on the EES survey for feelings of belonging.*

Data Update on Available Measures

***EES survey data for growth measures above will be available at the 180 day update.*

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<p>Equity 2A: Multi-tiered system of supports</p>	<p>A multi-tiered system of support (MTSS) is a proactive and preventative framework that allows us to integrate data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.</p>	<ul style="list-style-type: none"> ● Grow implementation of Trauma-Sensitive School (TSS) initiative ● Create a team to monitor and provide additional student support ● Add an SEL-focused specials class ● Assign a staff member to support teachers and students in behavior and classroom management ● Administer the Universal Screener (US) to all students ● Use data from the US to enrich or support each and every student ● Train staff on intervention programs ● Identify students who need additional testing (gifted/ intervention) ● Utilize Data Digs to maximize student achievement ● Offer class to teachers at Berkeley Lake to support additional staff becoming certified in English Speakers of Other Languages (ESOL) 	<p style="text-align: center;">Attendance:</p> <p>Reduce the number of students absent 11 days or more. 178 (TARGET: 174)</p> <p style="text-align: center;">Milestones ELA on Reading Status 21-22 (3rd grade):</p> <p><i>All Students:</i> 76% reading on grade level or above (TARGET: 77%)</p> <p style="text-align: center;">Student Groups:</p> <p><i>ELL</i> - 50% reading on grade level or above (TARGET: 51%) <i>Free Meals</i> - 65% reading on grade level or above (TARGET: 66%) <i>SWD</i> - 29% reading on grade level or above (TARGET: 30%) <i>Black</i> - 86% reading on grade level or above (TARGET: 87%) <i>Hispanic</i> - 55% reading on grade level or above (TARGET: 56%)</p> <p style="text-align: center;">Percent Beginning on ELA Milestones Data 21-22</p> <p><i>Free Meals</i> 3rd - 41% (TARGET: 42%) 4th - 36% (TARGET: 35%)</p> <p><i>SPED</i> 3rd - 93% (TARGET: 92%) 4th - 63% (TARGET: 62%)</p>
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Implementation Plan Progress:

- *Our TSS initiative has expanded to include problem solving circles and other tools that teachers and students can use in the classrooms to regulate student emotions and promote our Positive Behavioral Interventions and Supports (PBIS) expectations.*
- *Our MTSS team monitors student progress and uses the MTSS framework to ensure students receive Tier 2 or Tier 3 support. The team puts processes in place to provide specific interventions and progress monitor. Assistant Principals hold Tier 2 meetings monthly to determine if students need to be moved to Tier 3/Student Support Team (SST).*
- *An SEL special has been established for all 3rd, 4th, and 5th grade students.*
- *A staff member has been assigned to support teachers with classroom management and to meet with students who are in Tier 2 and 3 for behavior concerns.*
- *The US has been administered per district guidelines and used to determine if children need enrichment, remediation, or other supportive measures.*
- *Staff have been trained on a variety of curriculum tools and intervention tools including EL Education, iReady, MClass Dibels and burst lessons, SPIRE, Wilson Reading System, Foundations, iSTEEP, and Orton Gillingham.*
- *Beginning and mid-year data digs were held with classroom teachers to help them in understanding student data and to understand next steps for student success.*
- *A Teaching Academic Language & Content to English-Learners (TALC to EL's) course was offered on campus and during the school day to nine general education teachers in the Fall.*

Implementation Plan Next Steps:

- *Continue current implementation plan*
- *Encourage teachers who completed the TALC to EL's course to obtain ESOL certification*

Data Update on Available Measures

Current number of students with 11 or more absences is 109.

****Milestones data for growth measures above will be available at the 180 day updates.**

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<p>Equity 2B: Opportunity and access</p>	<p>Berkeley Lake ES supports the Board of Superintendent’s vision of expanded opportunity and access.</p>	<ul style="list-style-type: none"> ● Increase the number of underrepresented students in the Gifted & Talented Program ● Implement evidence-based strategies, including PBIS, to reduce disruptions to learning resulting from exclusionary discipline actions 	<p>Increased number of Black and Hispanic students in the Gifted and Talented program. <i>Black - 8% (16% of school population). TARGET: - 9%. Hispanic - 11% (45% of school population). TARGET: 12%.</i></p> <p style="text-align: center;">Evidence of “think lab” program</p> <p>2%+ decrease in Total Rule 5 Violations. <i>All students - 80 (TARGET: 78 or fewer)</i></p>
<p>LSPI 90-Day Update</p> <p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>Using universal screening data, an increased number of students have been referred for gifted eligibility and students in K-2 have had access to Think Lab opportunities.</i> ● <i>The PBIS team continues to work on schoolwide initiatives and has added a PBIS store. They are currently working with the lunch monitors to improve PBIS structures in the cafeteria.</i> ● <i>Computer Science teacher has a plan in place to work with teachers later in the year to discuss integrating computer science into classroom instruction.</i> <p>Implementation Plan Next Steps:</p> <ul style="list-style-type: none"> ● <i>Continue identifying students who may benefit from accelerated courses</i> ● <i>Continue staff and student education on PBIS initiatives</i> 		<p style="text-align: center;">Data Update on Available Measures</p> <p>Increased number of Black and Hispanic students in the Gifted and Talented program. <i>Black - 8% (16% of school population). TARGET: 9%. Current - 7% Hispanic - 11% (45% of school population). TARGET: 12%. Current - 11%</i></p> <p style="text-align: center;">Evidence of “think lab” program</p> <p><i>Total # of students participating in Think Lab:</i></p> <ul style="list-style-type: none"> ○ <i>Kindergarten - 33</i> ○ <i>First grade - 50</i> ○ <i>Second grade – 34</i> 	

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			2%+ decrease in Total Rule 5 Violations. <i>All Students - 20.</i>
Excellence 4B: Post-secondary and workforce readiness	At BLES, part of our purpose is to create an environment where students can thrive in school and in life. Preparing students for their future involves increasing student understanding of how their work in elementary school impacts their success in the future.	<ul style="list-style-type: none"> ● Add a Computer Science Special ● Host a career day ● Connection/Background knowledge in lessons should connect to the future (not previous lessons) at least once per unit ● Classroom Counseling Lesson on careers ● Career exploration in special areas (technology, computer science, media) ● Incorporate computer science learning in classroom lessons when applicable ● Collaboration between Computer Science specials teacher and classroom teachers to apply Computer Science learning in classroom lessons 	100% of students receiving a Computer Science special Evidence of a career day for 5th graders Evidence of classroom counseling lessons on careers
LSPI 90-Day Update			Data Update on Available Measures
Implementation Plan Progress: <ul style="list-style-type: none"> ● <i>A computer science special is offered for all students K-5</i> 			<i>100% of students are receiving a Computer Science special</i>
Implementation Plan Next Steps: <ul style="list-style-type: none"> ● <i>The counselors are working on an embedded career day in conjunction with career exploration</i> 			

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<p>Excellence 4C: World-class communications and engagement</p>	<p>Parent, student, and community engagement is key to BLES meeting supportive community and academic press goals. BLES has a diverse study body who speak many languages at home. 39% of our students are English-Language learners. Clear communication about school logistics and student progress, in the parents' primary language, is essential toward building a partnership for student success.</p>	<ul style="list-style-type: none"> ● Ensure consistency across classrooms in regard to newsletters, grading, etc. Strive for consistency in format throughout the school ● Convene a focus group of parents with more than one child in the school – all things communication (teacher, school, website, etc.) ● Increase the participation of non-English speaking parents who attend school events, conferences, etc. ● Grow audience for Coffee Talk online and re-advertise reasons for online format ● Explore new avenues for interpretation services ● Increase ease of access to school information 	<p>Increase family participation in the EES survey.</p> <p><i>All Families - 13% (TARGET: 20%)</i></p> <p>Establish Target # of parents using PikMyKid app for transportation changes</p> <p>Establish Target # of parents using school absence note</p> <p>Increased # of parents reading newsletter</p>
<p>LSPI 90-Day Update</p> <p>Implementation Plan Progress:</p> <ul style="list-style-type: none"> ● <i>Teachers were provided templates for eCLASS pages and newsletter at the beginning of the year and have adopted similar processes for communication and grading.</i> ● <i>There are ongoing efforts to increase the participation of non-English speaking parents in school events and Coffee Talks. A new interpretation system was added to the Parent Center and an English/Spanish language podcast was created by our Parent Outreach Liaison (POL) and a member of our Diversity Team.</i> ● <i>Addition of a Spanish-speaking clerk in the Parent Center</i> 			<p>Data Update on Available Measures</p> <p><i>EES Family Survey begins on February 28.</i></p> <ul style="list-style-type: none"> ● Baseline was established by averaging the total number of school notes turned in over a five month period (50). That baseline data will be used to measure any increases in using the school note.

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- *Stickers for visitors at International Night to indicate cultures/languages represented*

Implementation Plan Next Steps:

- *Attendance clerk is keeping data for the month of March to track the # of parents who use PMK/school note/handwritten note for transportation changes. That baseline data will be used to measure any increases in using PMK. Once baseline data is collected, we will launch an information campaign encouraging more parents to use PMK for transportation changes.*
- *Staff is gathering data to measure how many parents are reading the newsletter. That baseline data will be used to measure any increases in readership. Once baseline data is collected, we will launch an information campaign encouraging more parents to read the newsletter.*
- *Launch an information campaign encouraging more parents to use the school note to report absences. Use baseline data (50 notes on average per month) to measure progress.*