

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: Starling Elementary    Principal: Dr. Crystal Cooper**

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)
<b>Empathy 1A:</b> Cultural competence	Starling Elementary will create systems, structures, and processes that institutionalize and operationalize the GCPS definition of cultural competence: Recognizing, valuing, and leveraging differences in order to interact effectively and better serve our students, staff, and community. We will incorporate cultural competence and	Share with leadership teams to gain stakeholder input <ul style="list-style-type: none"> <li>○ ILT</li> <li>○ Local School council</li> </ul> <ul style="list-style-type: none"> <li>● Review 2021-22 PLO and APLO professional development and deliver content to staff</li> <li>● Bring 2022-2023 PD from PLO and APLO to staff</li> <li>● Review EES and report out to staff</li> <li>● Complete cultural competence cards with staff</li> <li>● Staff/Student recognition</li> <li>● Preplanning Rotations and professional learning</li> </ul>	100 % of staff, students, and/or families responding favorably to following items on the Educational Effectiveness Survey <ul style="list-style-type: none"> <li>● We hold one another accountable for behavior that is culturally sensitive.</li> <li>● This school respects the different cultures represented in our community.</li> <li>● My student learns about the cultures of our community in their school.</li> <li>● Adults in this school value and respect my racial/cultural identity.</li> <li>● We are provided training to meet the needs of a diverse student population in our school.</li> <li>● Staff at this school value and respect all students.</li> </ul>

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	<p>strategies for inclusivity into professional learning for all Starling Elementary personnel. Starling Elementary will integrate culturally responsive teaching practices in the Q-Plus teaching strategies and Gwinnett Teacher Evaluation System.</p>	<ul style="list-style-type: none"> <li>○ PBIS</li> <li>○ SEL</li> <li>○ Cultural Competence</li> <li>○ Morning meetings</li> <li>○ Counseling</li> </ul> <ul style="list-style-type: none"> <li>● International Day (November)</li> <li>● Flag representation</li> <li>● Increase visibility in the school (pictures)</li> <li>● ILT book study, <u>Belonging</u></li> <li>● Student council conversations</li> <li>● Kindness Club</li> <li>● Starling Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>● I am comfortable interacting with people from a different racial or ethnic background.</li> <li>● This school respects student differences.</li> </ul>
<p><b>LSPI 90-Day Update-Cultural Competence</b></p> <ul style="list-style-type: none"> <li>● In this area, the leadership team has been able to gain stakeholder input from the local instructional team and local school council</li> <li>● Professional Learning has been implemented on two occasions with all staff regarding culturally Responsive</li> <li>● TeachingStaff/Student recognition continues in various ways to build a face of cultural competence</li> <li>● Preplanning Rotations and professional learning-             <ul style="list-style-type: none"> <li>○ PBIS</li> <li>○ SEL</li> <li>○ Cultural Competence</li> <li>○ Morning meetings</li> <li>○ Counseling</li> </ul> </li> <li>● A successful International Day program was implemented in November</li> <li>● Flag representation throughout the building</li> <li>● Increase visibility in the school (pictures)</li> <li>● Student council conversations</li> <li>● Kindness Club is diverse and focuses on cultural support and acknowledgement</li> </ul>			<p><b>Data Update on Available Measures</b></p>

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<ul style="list-style-type: none"> <li>● Starling Newsletter keeps the community updated on cultural events</li> <li>● Continuous Morning Meetings to promote belonging, significance and fun</li> </ul>			
<p><b>Empathy 1B:</b> Staff and student wellbeing</p>	<p>Starling Elementary will continue efforts to build an intentional, well-established, exemplary social and emotional learning (SEL) program that strategically provides cross-divisional support coupled with robust professional learning and resources for staff, students, and families. We will develop additional resources through the human resources department and the SEL office to provide mental health supports for staff, e.g. employee assistance programs, wellness coaching, stress management, etc. Starling Elementary will provide additional opportunities to elevate student voice,</p>	<ul style="list-style-type: none"> <li>● Rams and Relaxation Room</li> <li>● Administrator Empathy discussions at Admin meetings (Mondays)</li> <li>● Kindness Club</li> <li>● Staff/Student recognition             <ul style="list-style-type: none"> <li>○ Attendance</li> <li>○ SEL</li> <li>○ Recognition bulletin boards</li> <li>○ Positive calls home</li> <li>○ Morning announcements</li> <li>○ PTA</li> <li>○ Rams of the Month</li> <li>○ Birthday recognition</li> <li>○ Listen &amp; Learn Tours with staff</li> <li>○ Starling newsletter</li> <li>○ Monthly morale boosters</li> <li>○ Mindfulness Mondays</li> </ul> </li> <li>● Preplanning Rotations and professional learning             <ul style="list-style-type: none"> <li>○ PBIS</li> <li>○ SEL</li> <li>○ Cultural Competence</li> <li>○ Morning meetings</li> <li>○ Counseling</li> </ul> </li> </ul>	<p><u>Student Well-Being:</u> All students will show a 5% improvement rate in their perspective of the following specific questions on the Educational Effectiveness Survey (EES):</p> <ul style="list-style-type: none"> <li>● In my school, I feel that I belong to a group of friends. (75%)</li> <li>● There's at least one adult in this school I can talk to if I have a problem. (87%)</li> <li>● I am hopeful about my future. (92%)</li> <li>● I can calm myself down when I am excited or upset. (60%)</li> <li>● Setbacks don't discourage me. (50%)</li> <li>● I feel safe at this school. (60%)</li> <li>● I enjoy coming to this school. (50%)</li> </ul> <p><u>Teacher Support:</u> All teachers will show a 5% improvement rate in their perspective of the following specific questions on the Educational Effectiveness Survey(EES)</p> <p>My principal/administrator cares about me as a person. (64%)</p> <ul style="list-style-type: none"> <li>● Our staff can count on one another for help when needed. (62%)</li> <li>● We celebrated progress toward improvement plan goals. (54%)</li> </ul> <p><u>SEL Classroom Integration:</u> All teachers will show various improvements on each question based on the specific percentage goals below on the Educational Effectiveness Survey (EES).</p>

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<b>LSPI 90-Day Update-Empathy</b>				<p>ownership, and agency in the design of their school experience and be responsive to their requests.</p>	<ul style="list-style-type: none"> <li>● I receive training on instruction to support social emotional learning. (90%)</li> <li>● I incorporate social emotional instruction into my daily instructional delivery.(75%)</li> <li>● The development of students’ social emotional learning enhances the learning environment in our classrooms. (75%)</li> </ul>
<b>LSPI 90-Day Update-Empathy</b>				<ul style="list-style-type: none"> <li>● Since the 90 Days of implementation, the Rams and Relaxation Room has been implemented and continues to be updated and used</li> <li>● The Kindness Club has been implemented and has been increasing their visibility in the school with activities and showings on the news</li> <li>● Staff/Student recognition has continued to be implemented with a focus on Attendance             <ul style="list-style-type: none"> <li>○ Adult SEL and Student SEL committee works to support our focus throughout the day and year</li> <li>○ Recognition bulletin boards are throughout the building</li> <li>○ Morning announcements focus on positive comments and SEL</li> <li>○ Staff Rams of the Month</li> <li>○ Birthday recognition</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>○ Starling “PRESS” newsletter</li> <li>○ Monthly morale boosters to staff via email</li> <li>○ Mindfulness Mondays for students on the news</li> <li>● Preplanning Rotations and professional learning             <ul style="list-style-type: none"> <li>○ PBIS</li> <li>○ SEL</li> <li>○ Morning meetings are implemented throughout the school with fidelity</li> </ul> </li> </ul>	
<b>Equity 2A:</b> <b>Multi-tiered system of supports</b>	<p>Starling 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>	<ul style="list-style-type: none"> <li>● Kid talks/ Tier 2 meetings</li> <li>● CQI (RAMS Time)</li> <li>● CLT expectations</li> <li>● Resource expectations</li> <li>● Clubs expectations</li> <li>● Leverage instructional settings (Gifted, ELL)</li> <li>● Formative assessments</li> <li>● iReady testing</li> <li>● SPED/EIP/ELL models</li> <li>● Parent center consideration</li> <li>● Parent nights</li> <li>● Encourage endorsements</li> <li>● Increase clubs (Junior Beta)</li> <li>● Enlarging capacity in the media center</li> <li>● Improve gifted testing (AC)</li> <li>● Church weekend bags (New Path)</li> </ul>	<p><b>100%</b> of K–5 students who are universally screened in Math and ELA.</p> <p><b>100%</b> of 3rd-5th grade students who are universally screened for wellbeing.</p> <p><b>100%</b> of teachers and staff will implement PBIS.</p> <p><b>20%</b> of students with IEPs scoring proficient/distinguished on Milestones.</p> <p><b>%</b> of ELL students who meet requirements to exit required ESOL.</p>

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		<ul style="list-style-type: none"> <li>● Increase teacher connection to ABC reports</li> <li>● Sharing college and career access to each and every student</li> <li>● Social worker and Counseling support</li> </ul>	
	90 Day Update	<ul style="list-style-type: none"> <li>● With this 90 Day update, we have implemented MTSS regularly scheduled meetings on Tuesday mornings.</li> <li>● MTSS Team professional learning on interventions (Foundations, Dibels 8, mCLASS, Wilson, Orton-Gillingham, LLI, Spire) has been implemented</li> <li>● MTSS Team professional learning on and implementation of MTSS processes (i.e. data conversations, Student Support Team meetings, Kid Talks, Amplify)</li> <li>● Kid talks/ Tier 2 meetings</li> <li>● CQI (RAMS Time)</li> <li>● CLT expectations</li> <li>● Resource expectations</li> <li>● School-wide expectations (RAMS) posted throughout the building and classrooms to reinforce positive behavioral expectations</li> <li>● PBIS lessons and RAMS expectations are posted in every classroom and throughout the building</li> <li>● Use Golden Tickets as a reward when students are showing RAMS Can Behavior-- PBIS expectations</li> <li>● PBIS Coach will participate in district training</li> </ul>	

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		<ul style="list-style-type: none"> <li>● Monthly PBIS meetings with committee members</li> <li>● PBIS Student Celebrations Every 9 weeks</li> <li>● Attendance incentives for students.</li> <li>● Clubs expectations</li> <li>● Leverage instructional settings (Gifted, ELL)</li> <li>● Formative assessments</li> <li>● iReady testing</li> <li>● SPED/EIP/ELL models</li> <li>● Parent center consideration</li> <li>● Parent nights</li> <li>● Encourage endorsements</li> <li>● Increase clubs (Junior Beta)</li> <li>● Enlarging capacity in the media center</li> <li>● Improve gifted testing (AC)</li>   <li>● Increase teacher connection to ABC reports</li> <li>● Sharing college and career access to each and every student</li> <li>● Social worker and Counseling support</li> </ul>	
<p><b>Equity 2B:</b> Opportunity and access</p>	<p>Starling Elementary will expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant</p>	<ul style="list-style-type: none"> <li>● Play 2 Learn</li> <li>● ELA Pilot</li> <li>● PBIS</li> <li>● Clubs</li> <li>● Increase amount of Gifted teachers</li> <li>● KREP</li> </ul>	<p><b>75%</b> of students meeting readiness criteria as measured by KREP assessment.</p> <p><b>49%</b> of students scoring proficient/distinguished on 3rd grade ELA Milestones.</p>

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	<p>curriculum, advanced coursework (e.g., Advanced Placement and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).</p>	<ul style="list-style-type: none"> <li>● CLT</li> </ul>	<p><b>60%</b> of students scoring proficient/distinguished on 4th grade ELA Milestones.</p> <p><b>69%</b> of students scoring proficient/distinguished on 5th grade ELA Milestones.</p> <p>All students will show a 5% improvement rate in their perspective of the following specific questions on the Educational Effectiveness Survey (EES):</p> <ul style="list-style-type: none"> <li>● All students are held to the same behavior rules and expectations. (70%)</li> <li>● Work I do in this school is useful and interesting to me. (52%)</li> <li>● In class we often work with other students to solve a problem/do a task. (37%)</li> <li>● My teachers expect all students to succeed, no matter who they are. (97%)</li> <li>● All students have access to rigorous courses and supports. (47%)</li> <li>● Student placement in advanced classes is not influenced by race, gender, or socioeconomic levels. (89%)</li> <li>● My teachers help me learn by challenging me with interesting activities in class. (64%)</li> <li>● I often see the principal or administrators around the school talking with students (42%)</li> </ul>
	<p>90 Day Update</p>	<ul style="list-style-type: none"> <li>● Attend Collaborative Learning Teams meetings to ensure equity amongst grade level in all content areas.</li> <li>● BLN-Cluster Vertical Team</li> <li>● Literacy Leadership Team</li> </ul>	



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		<ul style="list-style-type: none"> <li>● Math Leadership Team</li> <li>● Assign a team member per grade level to attend math county meetings and report back to staff.</li> <li>● District resources and school Professional Development will be used to create consistency of practice among teachers within each grade.</li> <li>● Instructional Coaching Cycles</li> <li>● Admire and Acquire &amp; Feedback</li> <li>● School Improvement Team</li> <li>● Gifted referral and identification process</li> <li>● Play 2 Learn</li> <li>● ELA Pilot- Wit and Wisdom Pilot</li> <li>● PBIS</li> <li>● Clubs</li> <li>● COYAD</li> <li>● National Junior Beta Club</li> <li>● Increase amount of Gifted teachers</li> <li>● KREP</li> </ul>	
<b>Effectiveness 3A:</b> <b>Results-Based Evaluation System</b>	Starling Elementary will continue to redefine the inputs, behaviors, and outcomes that determine the standards for student success as measured by the Results-Based Evaluation System (RBES) to support	<ul style="list-style-type: none"> <li>● CQI - iReady, Amplify</li> <li>● Aligned CLT's</li> <li>● Classroom Visits/Debriefs</li> <li>● Formative Assessments</li> <li>● ELT</li> <li>● Coaching Cycles</li> <li>● Amplify &amp; iReady Reports</li> <li>● SEI Data</li> <li>● PDCA's (culture of collaboration)</li> <li>● EES Screener</li> </ul>	100% Percent of students will show a 5-10% improvement on iReady screeners from the beginning of the year to the middle. .  All staff will show a a 5% improvement rate in their perspective of the following specific questions on the Educational Effectiveness Survey (EES):  (1) There is a consistent vision of school improvement throughout this district (56%)

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	<p>school improvement and student growth.</p>	<ul style="list-style-type: none"> <li>● Paired walkthroughs</li> <li>● Admin present for CLT planning</li> </ul>	<p>(2) Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) (53%)                  (3) Peer observation/coaching and feedback is a tool we use to improve instruction (57%)</p>
	<p><b>90 Day Update</b></p>	<ul style="list-style-type: none"> <li>● Review Fall alerts for SST meetings</li> <li>● Focus on Tier 1 instruction</li> <li>● Mentor/Mentee program (novice teachers 1-3 years will be provided a mentor)</li> <li>● Coaching cycles with new teachers (all and new to district)</li> <li>● Frequent classroom walks to ensure high quality instruction and evidence-based best practices. Feedback will be provided through formative/informal observation tools.</li> <li>● Paired instructional walks using the new learning walk tool</li> <li>● Conduct teacher walks, to help foster data-driven conversations in collaboration meetings.</li> <li>● CQI - iReady, Amplify</li> </ul>	

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		<ul style="list-style-type: none"><li>● Implement data notebooks</li><li>● Align CLT to Professional learning to discuss formative assessments in all content areas</li><li>● Data reviews 45/60/90/135</li><li>● Peer observations and walkthroughs with schedules and feedback forms</li><li>● Collaborative learning teams with Plan, Do, Check and Act cycle</li><li>● Teachers attending district supported professional learning opportunities</li></ul> <p>Review Fall alerts for SST meetings Focus on Tier 1 instruction Mentor/Mentee program (novice teachers 1-3 years will be provided a mentor) Coaching cycles with new teachers (all and new to district) Frequent classroom walks to ensure high quality instruction and evidence-based best practices. Feedback will be provided through formative/informal observation tools. Paired instructional walks using the new learning walk tool Conduct teacher walks, to help foster data-driven conversations in collaboration meetings. CQI - iReady, Amplify Implement data notebooks</p>	
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		<p>Align CLT to Professional learning to discuss formative assessments in all content areas</p> <p>Data reviews 45/60/90/135</p> <p>Peer observations and walkthroughs with schedules and feedback forms</p> <p>Collaborative learning teams with Plan, Do, Check and Act cycle</p> <p>Teachers attending district supported professional learning opportunities</p>	
<p><b>Excellence 4B:</b> Post-secondary and workforce readiness</p>	<p>Starling Elementary will continue to prepare each and every student for postsecondary and workforce readiness so that they have multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests.</p>	<ul style="list-style-type: none"> <li>● Collaborative learning opportunities</li> <li>● Socratic Discussions</li> <li>● Crosswalk between QPTS &amp; SEL</li> <li>● College and Career activities</li> <li>● Clubs and Peer Leaders</li> <li>● Gift Internships</li> <li>● SEL Curriculum and Lessons</li> <li>● Intervention Block</li> </ul>	<ul style="list-style-type: none"> <li>● 69% of 5th graders meeting reading status grade level expectations on Milestones.</li> </ul>
	<p>90 Day Update</p>	<p>Starling offers a number of various clubs for grades k-5 and also Peer Leader opportunities for students in 4th and 5th. Teachers are implementing both tier I instruction and SEL lessons with fidelity. Both students and families are able to participate in active PTA sponsored events.</p>	

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		<p>Starling had a successful STEM night that was well attended and afforded opportunity and access to the community on STEM like careers, learning and activities.</p> <p>Starling is preparing for the College and Career Fair in March and student leaders will be joining the cluster for its 1st Cluster Student Leadership Conference led by Starling's AP, Will Lewis.</p> <p>The 5th graders will be going on a trip to UGA to learn about college and career readiness</p>	
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