

2022-2023 Local School Plan for Improvement (LSPI)

School: Berkeley Lake Elementary

Cluster Superintendent: Dr. Pam J. Williams

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, Berkeley Lake Elementary School students scored relatively low in Social Emotional Learning categories related to feeling connected to school, their abilities to solve problems, and their feelings of safety at school.	Action steps: <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 	<ul style="list-style-type: none"> ● EES Student Survey question “Most students are respectful of each other” Baseline - 18.8% Target - 19:8% ● EES Student Survey question “In class, we often work with other students to solve a problem/do a task” Baseline - 25.3% Target - 26.3% ● EES Staff Survey question “I believe all students can meet state standards” Baseline - 51% Target - 52%

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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>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Grow implementation of Trauma-Sensitive School initiative ● Create a team to monitor and provide additional student support ● Add a Social Emotional Learning-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 ESOL 	<ul style="list-style-type: none"> ● Reduce number of students absent 11 days or more. Baseline - 178 Target - 174 <p>Milestones ELA on Reading Status 21-22 (3rd grade):</p> <ul style="list-style-type: none"> ● % of Third Grade students reading on or above grade level. ● All Students Baseline - 76% Target - 77% ● English Language Learners ● Baseline - 50% Target - 51% ● Free Meals ● Baseline - 65% Target - 66% ● Students With Disabilities ● Baseline - 29% Target - 30% ● Black ● Baseline - 86% Target - 87% ● Hispanic ● Baseline - 55% Target - 56% <p>Percent Beginning on ELA Milestones Data 21-22</p> <p>Free Meals</p> <ul style="list-style-type: none"> ● 3rd Baseline - 43% Target - 42% ● 4th Baseline - 36% Target - 35% <p>SPED</p> <ul style="list-style-type: none"> ● 3rd Baseline - 93% Target - 92% ● 4th Baseline - 63% Target - 62%
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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>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Increase the number of underrepresented students in the Gifted & Talented Program ● Implement evidence-based strategies, including Positive Behavior and Supports (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.</p> <ul style="list-style-type: none"> ● Black Baseline - 8% (16% of school population). Target - 9%. ● Hispanic Baseline - 11% (45% of school population). Target - 12%. ● Evidence of “think lab” program ● 2%+ decrease in Total Rule 5 Violations. Baseline - 80 Target 78 or fewer
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<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>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.</p>	<p><u>Action Steps:</u></p> <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 	<ul style="list-style-type: none"> ● 100% of students receiving a Computer Science special ● Evidence of a career day for 5th graders ● Evidence of classroom counseling lessons on careers
<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 x # of languages at home. X% of our students are English-Language learners. Clear communication about</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.) 	<ul style="list-style-type: none"> ● Increase family participation in the EES survey. Baseline - 13% Target - 20% ● Establish Target # of parents using PikMyKid app for transportation changes ● Establish Target # of parents using school absence note

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	<p>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"> ● 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 	<ul style="list-style-type: none"> ● Increased # of parents reading newsletter