

2022-2023 Local School Plan for Improvement (LSPI)

School: Berkmar Middle School Principal: Dr. Kaneshia Dorsan

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	EES survey data indicates a need to focus on staff and student well-being	<ol style="list-style-type: none"> 1. Formalized SEL implementation for staff and students 2. Begin each meeting with a welcoming ritual and end with a positive closing 	Student Increase Percent Positive Responses on the following EES Student Survey Items: <ul style="list-style-type: none"> ● I enjoy coming to this school. <ul style="list-style-type: none"> ○ Baseline: 39.4 ○ Target: 45% ● Work I do at this school is interesting and useful to me. <ul style="list-style-type: none"> ○ Baseline: 42.9% ○ Target: 47.9%

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		<ol style="list-style-type: none"> 3. Form an SEL PBIS/SEL/Advisement committee 4. Implement morning shout-outs during announcements 5. Include mindfulness tips to the weekly newsletter and on the scrolling announcements 6. Implement a Principal Advisory Committee through student council 7. Implement a staff wellness room 	<p>Staff Increase Percent Positive Responses 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: 50% ○ Target: 55% ● I receive training on how to support social emotional learning. <ul style="list-style-type: none"> ○ Baseline: 36% ○ Target: 41%
<p>LSPI 90 Day Update Empathy 1B: Staff and Student Well-Being</p>			<p>Data Update on Available Measures TBD: Educator Effectiveness Survey data</p>

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1. Formalized Social Emotional Learning (SEL) implementation for staff and students
 - a. Professional learning focused on SEL is ongoing.
 - b. The leadership team partnered with our local school committee to support a positive school climate (Sunshine Committee) to plan events to support staff morale.
 - c. The leadership team implemented *The Power of a Positive Team* by Jon Gordon book study with all staff.
 - d. The school continues Feel Good Fridays for students, allowing them to chat with peers about designated topics to build community.
2. Begin each meeting with a welcoming ritual and end with a positive closing
 - a. Staff opens all meetings with a welcoming ritual and optimistic closing.
3. Form an SEL/PBIS/Advisement committee
 - a. A Social Emotional Learning committee has been formed.
4. Implement morning shout-outs during announcements
 - a. Morning shout-outs for staff and students are made during announcements.
5. Include mindfulness tips to the weekly newsletter and on the scrolling announcements
 - a. Mindfulness tips are included in the weekly newsletter and on the scrolling announcements.
6. Implement a Principal Advisory Committee through Student Council
 - a. A Principal Advisory Committee has been implemented through Student Council.
7. Implement a staff wellness room

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<p>a. The leadership team has created a staff wellness room. A grand opening was held on September 16th to introduce the room to staff.</p> <p>b. The leadership team offers Zen Dens (relaxing atmosphere) for staff during each Digital Learning Day, providing opportunities to recharge.</p>																											
LSPI 180 Day Update			Data Update on Available Measures																								
<p>Equity 2A: Multi-tiered system of supports</p>	<p>Assessment data indicates a need to increase student achievement for each and every student.</p>	<ol style="list-style-type: none"> 1. Form MTSS Committee 2. Develop a strategic schedule for interventions and supports 3. Provide specific resources for each tier (iReady, Read180, LLI, etc.) 4. Build behavior supports for high risk students (Navigate 360) 	<p>Student Improvement: % Beginning on Milestones</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Baseline</th> <th style="width: 35%;">Target</th> </tr> </thead> <tbody> <tr> <td>6th ELA</td> <td>40%</td> <td>36%</td> </tr> <tr> <td>7th ELA</td> <td>30%</td> <td>27%</td> </tr> <tr> <td>8th ELA</td> <td>31%</td> <td>27.9%</td> </tr> <tr> <td>6th MA</td> <td>39%</td> <td>35%</td> </tr> <tr> <td>7th MA</td> <td>21%</td> <td>19%</td> </tr> <tr> <td>8th MA</td> <td>45%</td> <td>41%</td> </tr> <tr> <td>Alg I</td> <td>31%</td> <td>28%</td> </tr> </tbody> </table>		Baseline	Target	6th ELA	40%	36%	7th ELA	30%	27%	8th ELA	31%	27.9%	6th MA	39%	35%	7th MA	21%	19%	8th MA	45%	41%	Alg I	31%	28%
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			<p>Increase the % of English Learner progress towards English language proficiency (movement of one band or more on ACCESS).</p> <ul style="list-style-type: none"> ● Baseline: 34% ● Target: 36%
<p>LSPI 90 Day Update Empathy 2A: Multi-Tiered System of Supports</p> <ol style="list-style-type: none"> 1. Form a Mutli-Tiered Systems of Support (MTSS) Committee <ol style="list-style-type: none"> a. The school formed a MTSS Committee that meets monthly. 2. Develop a strategic schedule for interventions and supports <ol style="list-style-type: none"> a. The leadership team and MTSS Committee developed a strategic schedule for interventions and supports. b. Staff members were trained in a program (iSTEEP) used to monitor student interventions. c. Teachers provide reading intervention via the Leveled Literacy Intervention (LLI) program. d. Teachers implement progress monitoring and diagnostics for students. 3. Provide specific resources for each tier. <ol style="list-style-type: none"> a. Teachers use specific resources for tiered student support using programs, such as iReady, Read180, LLI, etc. 4. Build behavior supports for high risk students <ol style="list-style-type: none"> a. Teachers and leaders implement behavior supports for students utilizing the Navigate 360 program. 			<p>Data Update on Available Measures TBD: Georgia Milestones and ACCESS data</p>

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<p>b. The MTSS Committee created small groups based on the Educator Effectiveness Survey (EES) Student Screener data; groups are led by counselors.</p> <p>c. Leaders implement check-ins with students for behavior support.</p>	
LSPI 180 Day Update	Data Update on Available Measures

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<p>Equity 2B: Opportunity and access</p>	<p>In order to increase student achievement, BMS recognizes the need to increase educational access by decreasing variance across all academic settings.</p>	<ol style="list-style-type: none"> 1. Continue to encourage ESOL and gifted certification 2. Offer family engagement workshops to support literacy and numeracy 3. Implement restorative practices with the Navigate 360 program 4. Send personal invitations to families for events 5. Utilize PLCs for collaborative lesson planning to decrease instructional variance across classrooms 6. Provide teacher training focused on identifying Gifted students 	<p>Increase the percentage of students identified as Gifted and Talented</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;">% Gifted and Talented</td> </tr> <tr> <td>Baseline</td> <td>9%</td> </tr> <tr> <td>Target</td> <td>11%</td> </tr> </table> <p>Increase the # of Certified Teachers</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Gifted</th> <th style="width: 35%;">ESOL</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>15</td> <td>12</td> </tr> <tr> <td>Target</td> <td>18</td> <td>15</td> </tr> </tbody> </table>		% Gifted and Talented	Baseline	9%	Target	11%		Gifted	ESOL	Baseline	15	12	Target	18	15
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<p>LSPI 90 Day Update Equity 2B: Opportunity and access</p> <ol style="list-style-type: none"> 1. Continue to encourage ESOL and gifted certification <ol style="list-style-type: none"> a. Staff are encouraged to gain ESOL and Gifted certification. 2. Offer family engagement workshops to support literacy and numeracy <ol style="list-style-type: none"> a. The school invited families to Literacy Night (11/16). b. Parent nights are held to provide families with information about academic supports. 3. Implement restorative practices with the Navigate 360 program <ol style="list-style-type: none"> a. Staff implement restorative practices using the Navigate 360 program, which focuses on student well-being and decision making. 4. Send personal invitations to families for events <ol style="list-style-type: none"> a. The school sent personal invitations for events, such as Literacy Night, Credit Recovery Night, ESOL Parent Night, etc. 5. Utilize Professional Learning Communities (PLCs) for collaborative lesson planning to decrease instructional variance across classrooms <ol style="list-style-type: none"> a. Teachers and leaders utilize PLCs for collaborative lesson planning to decrease instructional variance across classrooms. b. Teacher leaders participate in Instructional Conversations training in collaboration with the GCPS EL Programs Office, the University of Georgia, and Berkmar Cluster schools; they redeliver information during school-wide professional learning. 6. Provide teacher training focused on identifying Gifted students <ol style="list-style-type: none"> a. Leaders provide ongoing teacher training focused on identifying Gifted students. 	<p>Data Update on Available Measures TBD: Gifted and Talented Data</p> <p>Increase the # of Certified Teachers</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Gifted</th> <th style="width: 35%;">ESOL</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>15</td> <td>12</td> </tr> <tr> <td>Target</td> <td>18</td> <td>15</td> </tr> </tbody> </table>		Gifted	ESOL	Baseline	15	12	Target	18	15
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<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>In order to increase student achievement, BMS recognizes the need to be data-focused and data-driven. Using our results to plan, do, check, and act.</p>	<p><u>Budget Implications:</u> Local School and Title I Funds</p> <p><u>Person(s) Responsible:</u> Kaneshia Dorsan, Raina Brown, Aimee Darwazeh, Tamar Housen, Felecia Jones, BMS BILT, MTSS Committee, New Patriot Academy Mentors, All Teachers</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. PLC leads will participate in classroom observations and debriefs 2. Have mentors and the leadership team conduct observations of new teacher classrooms 	<p>District Milestone Benchmark (TBD) Increase the percentage of improving on benchmark assessments between 1st and 2nd semester</p> <ul style="list-style-type: none"> ● % of Student Achievement (Fall 2022) ● % of Student Achievement (Spring 2023) <p>CCRPI Progress-Milestones/ACCESS Growth Increase Overall CCRPI Progress Score</p> <ul style="list-style-type: none"> ● Baseline: 83.6% ● Target: 88% <p>Increase the percentage of English Learner progress towards English language proficiency (movement of one band or more on ACCESS).</p> <ul style="list-style-type: none"> ● Baseline: 34% ● Target: 36%

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<p>LSPI 90 Day Update Effectiveness 3A: Results-Based Evaluation System</p> <ol style="list-style-type: none"> 1. Have PLC leads participate in classroom observations and debriefs <ol style="list-style-type: none"> a. Leaders conduct instructional classroom observations with content area (language arts, math, science, and social studies) leaders. 2. Have mentors and the leadership team conduct observations of new teacher classrooms 3. Create new walkthrough template for PLC leads <ol style="list-style-type: none"> a. Leaders created and shared a new walkthrough template for use with PLC leads. 			<p>Data Update on Available Measures TBD: GCPS Milestones Benchmark Spring Results & ACCESS Results</p>

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<p>4. Monitor Small Group/Instructional Conversations (SGIC) implementation within PLC</p> <p style="padding-left: 20px;">a. Leaders monitored the use of skills learned during professional learning within Professional Learning Communities.</p> <p>5. Review student work samples during PLC</p> <p style="padding-left: 20px;">a. Leaders and teachers review student work samples during collaboration.</p> <p>6. Continue data talks (both academic and non-academic) within PLCs and Patriot Talks</p> <p style="padding-left: 20px;">a. Leaders and teachers conducted data talks for mid-year assessments and created action plans for second semester.</p>				
LSPI 180 Day Update			Data Update on Available Measures	
<p>Excellence 4C: World-class communications and engagement</p>	<p>EES survey data indicates a need to continue to build relationships with our stakeholders by keeping them informed and</p>	<p><u>Budget Implications:</u> Local School and Title I Funds</p> <p><u>Person(s) Responsible:</u> Kaneshia Dorsan, Raina Brown, Aimee Darwazeh, Tamar Housen, Felecia Jones, Pilar Silva, BMS Student Council</p> <p><u>Action Steps:</u></p>	<p>Increase participation in the EES Family Survey</p> <ul style="list-style-type: none"> ● Baseline: 7% ● Target: 12% <p>Increase Percent Positive Responses on the following EES Family Survey Items:</p> <ul style="list-style-type: none"> ● My student is challenged with a rigorous course of study at this school. <ul style="list-style-type: none"> ○ Baseline: 66.2 ○ Target: 71.2% ● Parents/families have input into plans for improving this school. <ul style="list-style-type: none"> ○ Baseline: 74.2% ○ Target: 79.2% 	

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<p>LSPI 90 Day Update Excellence 4C: World-class communications and engagement</p> <ol style="list-style-type: none"> 1. Increase student voice and leadership <ol style="list-style-type: none"> a. Student Council meetings are held monthly. b. Over 20 students were inducted into Junior Beta Club. 2. Develop community partnerships <ol style="list-style-type: none"> a. Staff have partnered with the following community 			<p>Data Update on Available Measures TBD: Educator Effectiveness Survey scores for families</p>

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<p>organizations: Lilburn Woman’s Club, Chick-Fil-A, Velocity Mentoring, Atlanta Food Bank, and Georgia Tech Remezcla.</p> <p>b. The school hosts community food drives (9/23, 11/18, & 1/27).</p> <p>3. Diversify parent representation on school committees (School Council and PTSA)</p> <p>a. The leadership team has worked to diversify parent representation on school committees.</p> <p>4. Maintain updated communication channels (webpage, social media, newsletters, etc.)</p> <p>a. The school purchased additional translation systems for families.</p> <p>b. The school sends weekly communication via newsletters (Patriot Press and Patriot Post) and the school’s Instagram page. The newsletters receives over 1,000 views.</p> <p>c. The school hosts ongoing <i>Donuts with Dr. Dorsan events</i> for parents to engage with the principal.</p>	
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