2022-2023 Local School Plan for Improvement (LSPI)

School: <u>Twin Rivers Middle School</u>   Principal: <u>Betsy Kelly</u>

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	We believe focusing on student wellness will improve belonging and lead to student success. We believe staff who feel heard, appreciated, and equipped to do their job are more likely to exceed expectations and return the following year.	Student ● Acknowledge students who are meeting and exceeding expectations through Student of the Month, Bear Pride, and PBIS like events ● Increase opportunities for students to participate in school improvement by building upon existing programs such as Beta Club and Peer Leadership and creating new groups such as	**Data from EES survey administered during the spring of 2022** **Student Responses:** **I enjoy coming to this school.** Baseline: 43% Target: 49% **Students are involved in solving problems at this school.** Baseline: 61% Target: 65% **Staff Responses:**

2022-2023 Local School Plan for Improvement (LSPI)

School: __Twin Rivers Middle School__   Principal: __Betsy Kelly__

		Action Steps (continued)	Growth Factors (continued)
		Student Ambassadors and Multicultural Club __Staff__ ● Utilize a shared leadership approach to decision making by continuing to embrace teacher voice through Principal's Advisory Council, Curriculum Council, and requesting feedback through staff surveys ● Demonstrate staff appreciation in various ways including personal notes, recognitions, and celebrations ● Create opportunities for staff to get to know each other, make connections, and create a sense of belonging __Student and Staff__ ● Establish a Social Emotional Learning (SEL) team to focus on staff and student wellness.	**When there is a problem in my school, we talk about how to solve it.** Baseline: 62% Target: 68% **My principal/administrator cares about me as a person.** Baseline: 83% Target: 85% **I receive training on instruction to support social emotional learning.** Baseline: 42% Target: 48%
LSPI 90-Day Update			**Data Update on Available Measures**
Strategic Priorities & Goals Focus Work	**Rationale**	**Action Steps** (Implementation Design)	**How will you measure growth?** Growth Factors (KPI Baseline & Targets)

2022-2023 Local School Plan for Improvement (LSPI)

School: <u>Twin Rivers Middle School</u>   Principal: <u>Betsy Kelly</u>

Equity 2A: Multi-tiered system of supports	We believe implementing a Multi-tiered System of Supports, including a PBIS program, will identify and address the academic and non-academic needs of students thereby removing barriers to success and resulting in improved student achievement.	- Design and launch a PBIS program - Establish a Multi-tiered System of Supports team that will meet regularly to ensure structures, processes, and practices are in place to address social and academic needs of students in real time. - Strategically use staff resources to provide daily intervention and support for students in need of academic support - Train teachers and school leaders to administer and interpret both academic and wellness screener data - Use the "20 Mile March Instructional Framework," instructional calendars, Quality-Plus Teaching Strategies, formative assessment, responsive instruction, and data to meet the individual learning needs of each and every student	**Status of PBIS program** Baseline: n/a Target: Emerging **% of Students Universally Screened- Academic** Baseline: 0% Target 95% **% of Students Universally Screened - Wellbeing** Baseline: 0% Target 95% **% of Milestone Tests in Beginning Category** Baseline: 12% Target: 10%
LSPI 90-Day Update			**Data Update on Available Measures**

2022-2023 Local School Plan for Improvement (LSPI)

School: Twin Rivers Middle School Principal: Betsy Kelly

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Equity 2B: Opportunity and access	We believe all students should engage in and have access to high-quality rigorous, and culturally relevant curriculum.	• Employ the use of behavior coaches, professional development and staff resources, such as counselors, to address the needs of all student groups with a focus on special needs students based on specific school data • Include interventions as a response to classroom managed behaviors as well as administrator managed behaviors to address root causes • Use IREADY as an additional method to increase access by identifying more students as gifted and talented who have not been historically identified • Train and support teachers in clearly communicating desired student behaviors that promote student success	**Reduce the Discipline Disproportionality Index for Special Education Students** Baseline: 1.8% Target: below 1.2% **Increase % of Students Identified as Gifted** Baseline: 20% Target: 22%
LSPI 90-Day Update			**Data Update on Available Measures**
Strategic Priorities & Goals Focus Work	**Rationale**	**Action Steps (Implementation Design)**	**How will you measure growth? Growth Factors (KPI Baseline & Targets)**

2022-2023 Local School Plan for Improvement (LSPI)

School: Twin Rivers Middle School   Principal: Betsy Kelly

Effectiveness 3A: Results-Based Evaluation System	At Twin Rivers, our goal is to develop high achieving students through intentional and innovative planning, instruction, and assessment for literacy, numeracy, and critical thinking in order to become consistent in our practices and to ensure high quality instruction occurs in every classroom, every day.	Diminish the variability of the quality of instruction in all classrooms through: ● Weekly curriculum team meetings where the "20 Mile March Instructional Framework," instructional calendars, Quality-Plus Teaching Strategies, formative assessment, responsive instruction, and data guide the teams' discussions and decision making ● Use of the Common Assessment spreadsheet to track mastery of the standards for all student groups ● Teacher observations where the leadership team looks for consistency among curriculum teams and provides meaningful feedback ● Professional development on daily progress checks to drive responsive instruction that meets the needs of each and every student ● Peer observations to highlight the use of effective strategies	**Increase CCRPI Progress Score** Baseline: 91.6% (SY2019) Target: 93% **Increase % of students scoring in the Proficient and Distinguished categories on Milestones** Baseline: 62% Target: 66% **Data from staff EES survey administered during the spring of 2022** **Feedback from classroom observations leads to meaningful change in instructional practice.** Baseline: 53% Target: 58% **Peer observation coaching/feedback is a tool we use to improve instruction.** Baseline: 42% Target: 48%
LSPI 90-Day Update			**Data Update on Available Measures**

2022-2023 Local School Plan for Improvement (LSPI)

School: __Twin Rivers Middle School__   Principal: __Betsy Kelly__

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Excellence 4C: World Class Communication and Engagement	At Twin Rivers, we strive to ensure all parents/families have access to timely knowledge regarding their students as well as information on opportunities and events happening at school.	• Host Café con Consejeras (Coffee with Counselors) each month to communicate and engage with our Hispanic families in Spanish • Facilitate enrolling parents in Parent Portal at Open House, Curriculum Night, and Café con Consejeras each month • Communicate through email and/or phone calls to families who do not have accounts to explain the benefits of Parent Portal • Collaborate with teachers and families to create a school-wide expectation for teacher communication with families • Use all methods of communication to explain the purpose of the EES survey while encouraging families to complete it • Create social media accounts as an additional method of communication to promote	**Percent of parents and guardians of GCPS students who have an active GCPS Parent Portal account** Baseline: 73% Target: 76% **Percent of families participating in the annual EES Family Survey** Baseline: 13% Target: 22% **Number of followers on Facebook and Instagram** Baseline: n/a Target: 500

2022-2023 Local School Plan for Improvement (LSPI)

School: Twin Rivers Middle School   Principal: Betsy Kelly

		events, communicate updates, and share positive stories with the TRMS community	
LSPI 90-Day Update			**Data Update on Available Measures**