

2022-2023 Local School Plan for Improvement (LSPI)
School: Duluth Middle School Principal: Cindy Kinchen

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?	
			Baseline (21-22)	Target (22-23)
Empathy 1B: Staff and student wellbeing	The wellbeing of our students and staff has a direct impact on their success at school and at work. Staff who are exhausted and overextended become frustrated and cynical, while students whose emotional needs are neglected can become disengaged and unmotivated. Bringing out the best, most	<ol style="list-style-type: none"> 1. Plan PBIS events that are entertaining, engaging, and driven by the voices of the students on the PBIS committee. 2. Engage student participation on the Advisement committee and redesign the program to be focused on community, conversations, and SEL. 3. Support student-requested clubs. 4. Monthly faculty fellowship to foster supportive relationships with coworkers. 5. Adult SEL. 	<ul style="list-style-type: none"> ● Student Survey (I enjoy coming to this school) - 45% ● Chronic Student Absenteeism 10.1% ● Student Participation in PBIS events - 50% ● Staff Survey - 85% 	<ul style="list-style-type: none"> ● Student Survey (I enjoy coming to this school) - 55% ● Chronic Student Absenteeism - 7% ● Student Participation in PBIS events - 60% ● Staff Survey - 90%

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	productive versions of our students and staff requires connection, celebration, and the permission to slow down and care for one another and ourselves.			
LSPI 90-Day Update		Data Update on Available Measures		
<ul style="list-style-type: none"> ● <i>PBIS events in the first semester were well-attended and enjoyed</i> ● <i>Advisement lessons have included circles, goal-setting and student-selected topics based on current trends and needs</i> ● <i>Student requested clubs: Cooking, gaming, military history, flag football, volleyball, and baseball</i> ● <i>Regular faculty outings by faculty and grade level</i> ● <i>Bounce house, potlucks, cook-offs, and dress-up days</i> 		<ul style="list-style-type: none"> ● <i>Student survey data available at 180 day review</i> ● <i>11.8% chronic absenteeism</i> ● <i>55% student participation in PBIS events</i> ● <i>78% Staff Survey</i> 		
Next Steps:				
<ul style="list-style-type: none"> ● <i>Mobilize the PBIS student voice lead to engage more student voice</i> ● <i>Add more students to the Advisement committee</i> ● <i>Reemphasize the 2-day absent phone call protocol</i> ● <i>Drumming for adults SEL on March 17</i> ● <i>Field Day for staff</i> 				
Equity 2A: Multi-tiered system of supports	There must be a standardized and organized process in place for teachers to identify student needs, deliver interventions, and track progress of said	<ol style="list-style-type: none"> 1. Develop an MTSS team who meets monthly to track student progress and effectiveness of interventions. 2. Use the PBIS structure to teach and reinforce appropriate behaviors and increase use of restorative practices. 	<ul style="list-style-type: none"> ● MTSS Screening Academic - 90% ● EES Screening - "I get along with my classmates." 35% ● Student Improvement - % 	<ul style="list-style-type: none"> ● MTSS Screening Academic - 95% ● EES Screening - "I get along with my classmates." 50% ● Student Improvement - %

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	interventions, to ensure that each and every child receives the services needed to be successful.	<ol style="list-style-type: none"> 3. Leverage small groups to provide differentiated response to student performance. 4. Use Wildcat Pride to provide academic enrichment and remediation to students in a systematic and intentional way. 	Beginning on Milestones - 30%	Beginning on Milestones - 20%
LSPI 90-Day Update <ul style="list-style-type: none"> ● <i>MTSS team meets monthly</i> ● <i>Almost all students have participated in the universal screener</i> ● <i>PBIS lessons are taught in Advisement once a month, based on discipline trends</i> ● <i>Restorative practices being used in ISS and after-school detention</i> ● <i>Initial Restorative Practices team to be trained in February</i> ● <i>Wildcat Pride students continue to be enriched or remediated depending on iReady and classroom performance</i> ● <i>Collaborative learning teams have completed self-assessments and identified small steps to improve collaborative planning</i> 			Data Update on Available Measures <ul style="list-style-type: none"> ● <i>95% of students screened in August</i> ● <i>96% of students screened in January - Reading</i> ● <i>97% of students screened in January - Math</i> ● <i>626 Navigate 360 lessons completed</i> ● <i>293 students using Achieve 3000 - adding with Tier 2 meetings</i> ● <i>611 students using iReady personalized learning (46.1%)</i> 	
Next Steps: <ul style="list-style-type: none"> ● <i>Develop more robust PBIS lessons including role-playing with student "actors"</i> ● <i>Add an SEL lead to the MTSS team</i> ● <i>Continue to improve CLT in order to improve Tier 1 classroom instruction</i> 				
Equity 2B: Opportunity and access	DMS belongs to the community of which students are perhaps the most important members. They must have a forum for requesting the opportunities and experiences that will	<ol style="list-style-type: none"> 1. Implement a robust recruitment program to increase the number of students in two Fine Arts classes. 2. Create a Spanish for Native Speakers class in all grade levels. 3. Create new clubs based on student request and connect to the high school. 	<ul style="list-style-type: none"> ● Gifted and Talented Representation - 12% ● % of students participating in clubs and extracurricular activities ● English Learner Progress Towards 	<ul style="list-style-type: none"> ● Gifted and Talented Representation - 14% ● % of students participating in clubs and extracurricular activities - 60% ● English Learner Progress Towards

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	provide them challenge and excitement and create a sense of belonging.	<ol style="list-style-type: none"> 4. Educate ELs alongside their English speaking peers. 5. Establish a student leadership program and a Principal’s Advisory Council. 	Language Proficiency - 54% <ul style="list-style-type: none"> ● Hispanic Students P/D v. Hispanic Student enrollment 29%/56% 	Language Proficiency - 60% <ul style="list-style-type: none"> ● Hispanic Students P/D v. Hispanic Student enrollment 35%/56%
LSPI 90-Day Update <ul style="list-style-type: none"> ● <i>Junior Leadership Corps visits Duluth High School twice</i> ● <i>Gaming club collaborates with Duluth High School eSports team</i> ● <i>High school tutors work in our Advisement classes</i> ● <i>Baseball club partners with Duluth High School</i> ● <i>100% of English Language Learners educated in the general education setting with support</i> ● <i>New Spanish for Native Speakers classes in 7th and 8th grade</i> 			Data Update on Available Measures <i>Data will be available at the 180 day updates.</i>	
Next Steps: <ul style="list-style-type: none"> ● <i>Continue to develop student leadership and Principal’s Advisory Council</i> 				
Effectiveness 3B: Talent management	Ensuring good student outcomes begins with hiring, supporting, and retaining vibrant and engaged staff who lay down roots and invest in DMS for years.	<ol style="list-style-type: none"> 1. Grow the capacity of teacher leaders via the Instructional Leadership Team. 2. Deliver individualized Professional Development using peer observations. 3. Provide teachers appropriate physical space to conduct small groups. 4. Deliver targeted intervention to increase classified staff capacity. 5. Provide professional development via a renowned speaker on the topic of school culture. 	<ul style="list-style-type: none"> ● Teacher survey regarding PD ● # of peer observations conducted ● % of new teachers retained - 83% ● Teacher Turnover rate - 13% 	<ul style="list-style-type: none"> ● Teacher survey regarding PD - 85% favorable ● # of peer observations conducted - 150 ● % of new teachers retained - 90% ● Teacher Turnover rate - 8%

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LSPI 90-Day Update		Data Update on Available Measures	
<ul style="list-style-type: none"> ● <i>ILT meets to study two texts, Culturize and 17 Things Great Teachers do Differently. They assess the health of their Collaborative Learning Team and make moves to improve planning</i> ● <i>Lighthouse Leaders group developed to further develop teacher leaders</i> ● <i>Teachers have conducted 2 peer observations to date</i> ● <i>Classified staff have participated in professional development on Google, Excel, Canva and Synergy</i> ● <i>Dr. Mike Rutherford scheduled to work with ILT on April 22nd</i> 		<ul style="list-style-type: none"> ● <i>200 peer observations conducted so far</i> 	
Next Steps:			
<ul style="list-style-type: none"> ● <i>ILT will refer to Instructional Priorities Document and LSPI Observation tool to cross-reference with student achievement data and make adjustments to planning and Tier 1 instructional practice</i> 			
Excellence 4A:	Schools belong to the Preferred education destination	<ol style="list-style-type: none"> 1. Addition of a Parent Instructional Coordinator to provide increased opportunities for family engagement in the school day, regardless of background or language spoken. 2. Schedule weekend activities meant to provide a safe “community center” feel for students and families. 3. Nurture and publicize positive community relationships which foster a school climate that is attractive to families and prospective employees. 4. Engage community partners to provide wraparound services to students and families, including a community partners room where classes and services can be offered. 	<ul style="list-style-type: none"> ● # of permissive transfer requests - 29 ● # of community partners - 5 ● Family Survey (My child is challenged) - 60% ● Student Survey (Work I do at this school is useful and interesting) - 42% ● Student Achievement % P/D on Milestones - 37%
	communities and should be places where students not only come to be educated but also connected to something bigger than themselves. This community feel should extend to the families and business partners who support the school’s mission. DMS should be where parents want to send their kids and where committed and engaged staff want to work.		<ul style="list-style-type: none"> ● # of permissive transfer requests - 35 ● # of community partners- 8 ● Family Survey (My child is challenged) - 70% ● Student Survey (Work I do at this school is useful and interesting) - 55% ● Student Achievement % P/D on Milestones - 50%

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<p>LSPI 90-Day Update</p> <ul style="list-style-type: none"> ● <i>Highly engaged PTA</i> ● <i>Parents participate in English classes in our community partners room every week</i> ● <i>Parent and Staff Meetings to Date</i> <ul style="list-style-type: none"> ○ <i>Annual Title 1 Meeting 08/27/22</i> ○ <i>Building Staff Capacity 09/09/22</i> ○ <i>Curriculum Night 09/20/22</i> ○ <i>Building Parent Capacity (Fall) ESL for Adults 09/20/22</i> ○ <i>Plan/Promise Dissemination 10/03/22</i> ○ <i>School Website Posted Items 10/14/2022</i> ○ <i>Parent Advisory Committee (Fall) 11/01/22</i> ○ <i>Operation Graduation (Fall) 11/03/22</i> ○ <i>Family Engagement Continues Communication (Fall) 12/02/22</i> ○ <i>Building Parent Capacity (Spring) "What is ACCESS?" 01/17/23</i> ○ <i>Building Parent Capacity (Spring) Bingo Night and Literacy" 01/20/23</i> ○ <i>Operation Graduation (Spring) 01/24/23</i> ○ <i>Building Staff Capacity (Spring) TalkingPoints 02/03/23</i> ○ <i>Parent Advisory Committee (Winter) 02/04/23</i> ● <i>12 Stone, Perimeter, Reconcile, StreetWise food banks, Parkway Baptist partnerships</i> ● <i>Junior Leadership Corps DMS Community Food Bank</i> ● <i>Immigration consultation by Catalyst Coalition</i> ● <i>On-site small group and individual mentoring</i> 			<p>Data Update on Available Measures</p> <p><i>Data will be available at the 180 day updates.</i></p>	
<p>Next Steps:</p> <ul style="list-style-type: none"> ● <i>Continue to look for community partners who can open the school on the weekends for play and fellowship</i> 				