

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

**School: Pinckneyville Middle      Principal: Todd Marschke**

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 1B:</b> Staff and student wellbeing	At Pinckneyville Middle School, we recognize that student well being and staff support must be in place for learning to occur at high levels.	<ol style="list-style-type: none"> <li>1. Monthly SEL Professional Development (Transforming School Culture- Adult Mindsets towards Every Student Success).</li> <li>2. Staff Support and mentoring program for new employees.</li> <li>3. Student mentoring program for students.</li> <li>4. Daily HERO time (MTSS) Interventions/Enrichment/Advisement is provided for all students.</li> </ol>	<p><b><u>STAFF</u></b></p> <ul style="list-style-type: none"> <li>● Our staff believes all students can meet state standards <b>Baseline: (57%); 2023 Target:(100%)</b></li> <li>● I receive training to support social and emotional learning <b>Baseline:(42%); 2023 Target:(100%)</b></li> <li>● I incorporate social emotional instruction into my daily instructional delivery <b>Baseline: (72%); 2023 Target:(80%)</b></li> </ul> <p><b><u>STUDENTS</u></b></p> <ul style="list-style-type: none"> <li>● I enjoy coming to school</li> <li>● <b>Baseline: (48%); 2023 Target:(70% )</b></li> </ul>

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<p><b>90 Day Update</b></p> <ul style="list-style-type: none"> <li>Pinckneyville has implemented SEL professional learning for our staff during faculty meetings.</li> <li>Pinckneyville provides a mentoring program for all new teachers and any teachers who may need more support. The mentoring program meets once a month. Every mentee is provided a one on one mentor.</li> <li>Pinckneyville has provided a student mentoring program for students who have been identified by staff. Staff and students meet once a month and are encouraged to meet more often if needed.</li> <li>Pinckneyville has created a framework for our HERO/MTSS time for our students. Full implementation of this plan will occur 2023-2024.</li> </ul>																											
<p><b>Equity 2A:</b> Multi-tiered system of supports</p>	<p>At Pinckneyville Middle School we will determine each student's level of mastery in order to provide tiered intervention and enrichment for increased success.</p>	<p>1. Tiered support implemented through Remedial Education Program where students receive remediation of the AKS and Enrichment and Interventions through our tiered support HERO time.</p>	<p>Percentage of all Milestones tests in which students scored at Beginning level, lowest performance level</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>% Beginning Level on GMAS</b></th> </tr> <tr> <th style="text-align: center;"><b>GMAS</b></th> <th style="text-align: center;"><b>Baseline 2022</b></th> <th style="text-align: center;"><b>Target 2023</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6th MA</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td style="text-align: center;">6th ELA</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">7th MA</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">7th ELA</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td style="text-align: center;">8th MA</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">8th ELA</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">22%</td> </tr> </tbody> </table>	<b>% Beginning Level on GMAS</b>			<b>GMAS</b>	<b>Baseline 2022</b>	<b>Target 2023</b>	6th MA	27%	25%	6th ELA	31%	29%	7th MA	22%	20%	7th ELA	25%	23%	8th MA	31%	29%	8th ELA	24%	22%
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			<p>1. 100% of Pinckneyville students will be universally screened in Math and ELA.</p>
<p><b>LSPI 90 Day Update</b></p> <ul style="list-style-type: none"> <li>● Pinckneyville began our student mentoring program in the first semester. Students were partnered up with teachers and they meet monthly during a scheduled time. Students and Teacher Mentors have prescribed lessons that they cover. Mentors are encouraged to meet with their assigned students more often throughout the month if they have time.</li> <li>● All teachers are required to lead a club in the school. We surveyed students and parents this year to inquire which clubs they were most interested in. Teachers were encouraged to choose a club from the list that resulted from the survey.</li> <li>● Teachers have learned about Tier I interventions and are implementing Tier I interventions within the classroom. Our Tier 3 interventions have been created and are being implemented daily via their connections class. Tier 2 intervention will be implemented during the second semester.</li> </ul>			<p>Data</p>
<p><b>Equity 2B:</b> Opportunity and access</p>	<p>At Pinckneyville Middle School we believe all students should have access to a rigorous curriculum and opportunities to engage in relevant learning experiences.</p>	<ol style="list-style-type: none"> <li>1. One to One implementation of electronic devices.</li> <li>2. Provide 3 advancement placement opportunities for students through iREADY screener.</li> <li>3. Pinckneyville Middle School will provide Quarterly Parent Night opportunities.</li> </ol>	<p>Number of student racial/ethnic groups that are underrepresented in Gifted/Talented services based on the Gifted/Talented Disproportionality Index.</p> <p>Student Racial/Ethnic Groups: White, Black, Hispanic, Asian, American Indian, Multiracial Percent of Students in Gifted and Talented:</p>

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<p><b>LSPI 90 Day Update</b></p> <ul style="list-style-type: none"> <li>● Pinckneyville has provided one to one chromebooks for every student in the school.</li> <li>● Pinckneyville has administered two iREADY screeners for all students in the school. We have used the iREADY results to create our Tier 1,2,3 groups of students.</li> <li>● We have held two iREADY professional development sessions for our teachers during their CLT time.</li> <li>● Pinckneyville has provided quarterly parent night opportunities for our families. At the beginning of the year we held a meet and greet at Landmark Church. In the fall we held our Hispanic Heritage Night Celebration.</li> </ul>																					
<p><b>Effectiveness 3A:</b> Results-Based Evaluation System</p>	<p>At Pinckneyville Middle School we believe that teacher growth and increasing capacity of our staff will lead to greater student achievement.</p>	<ol style="list-style-type: none"> <li>1. Teacher Peer Observations - School wide observation protocol</li> <li>2. Weekly collaborative learning opportunities to assess data, student needs, student work samples, and previewing new content.</li> <li>3. Tiered Support HERO time implemented through Remedial Education Program (REP): Interventions and Enrichment.</li> </ol>	<p style="text-align: center;"><b>Percentage of Beginning Level on GMAS</b></p> <table border="1" style="margin: auto; text-align: center;"> <thead> <tr> <th style="width: 30%;">GMAS</th> <th style="width: 30%;">Baseline 2022</th> <th style="width: 30%;">Target 2023</th> </tr> </thead> <tbody> <tr> <td>6th MA</td> <td>27%</td> <td>25%</td> </tr> <tr> <td>6th ELA</td> <td>31%</td> <td>29%</td> </tr> <tr> <td>7th MA</td> <td>22%</td> <td>20%</td> </tr> <tr> <td>7th ELA</td> <td>25%</td> <td>23%</td> </tr> <tr> <td>8th MA</td> <td>27%</td> <td>25%</td> </tr> </tbody> </table>	GMAS	Baseline 2022	Target 2023	6th MA	27%	25%	6th ELA	31%	29%	7th MA	22%	20%	7th ELA	25%	23%	8th MA	27%	25%
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<b>90 Day Update</b> <ul style="list-style-type: none"><li>Pinckneyville Middle School holds Collaborative Learning Time CLT every week during Thursday planning times. During this time teachers analyze student work samples, align student work to the AKS, preview assessments, perform data protocols on student assessments, and align with the district framework and calendar.</li><li>Teachers align the curriculum with our IB standards.</li><li>Teachers have created and began the implementation of our HERO/MTSS time.</li></ul>			<b>Data Update on Available Measures</b> Data will be updated May 2023.		

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<p><b>Excellence 4C:</b> World-class communications and engagement</p>	<p>At Pinckneyville Middle School we believe all stakeholders need to be informed and given the opportunity to provide input for shared decision making.</p>	<ol style="list-style-type: none"> <li>1. Pinckneyville Middle School Weekly Newsletter</li> <li>2. Community input for school based decisions.</li> <li>3. Provide Quarterly Parent Night opportunities to engage with the school.</li> </ol>	<p>Percent Positive Responses (% Often True + % Almost Always True) on the following EES-FAMILY survey items:</p> <p>(1) When I share concerns with my student's teacher, they listen <b>2022 Baseline: 83%</b> <b>2023 Target: 85%</b></p> <p>(2) Parents/families have input into plans for improving this school <b>2022 Baseline: 71%</b> <b>2023 Target: 75%</b></p> <p>(3) I am given opportunities to discuss my student's progress at school <b>2022 Baseline: 68%</b> <b>2023 Target: 75%%</b></p> <p>(4) I am encouraged to collaborate with my student's teachers about my student's learning <b>2022 Baseline: 64%</b> <b>2023 Target: 75%%</b></p>
<p><b>LSPI 90 Day Update</b></p> <ul style="list-style-type: none"> <li>● Pinckneyville has provided quarterly parent night opportunities for our families. At the beginning of the year we held a meet and greet at Landmark Church. In the fall we held our Hispanic Heritage Night Celebration.</li> <li>● Pinckneyville sends a weekly newsletter home to all parents.</li> <li>● Pinckneyville gave opportunities for parents to have input through school council, PTSA, and surveys. Parents and students were given the opportunity to make recommendations about student clubs through a parent/student survey.</li> </ul>			